

Center for Academic Support and Assessment

Annual Report to the

Provost/Vice President for Academic Affairs

AY 2015-2016

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Eastern Illinois University's Center for Academic Support and Assessment (CASA) offers this report to the Provost/Vice President for Academic Affairs to summarize the unit's work during AY 2015-2016. The Director and staff members for each unit contributed to the information contained in this report, which is organized around CASA's major functions and by unit. AY16 was an extremely challenging year with the lack of a budget from the state, staffing cuts, and retirements.

Because CASA provides academic services and offers those services to meet individual student needs, it is uniquely suited to meet the University's over-arching goal of integrating the academic and personal development of students. CASA offers academic support services to Eastern students that contribute to educational accessibility, and many of these services take the form of one-on-one counseling for students about academic schedules, major/minor choices, graduation requirements, disability accommodations, study skills and time management, testing needs, and other issues affecting our students. CASA and its units submit this report as an accounting of our work for AY16 and our striving for excellence in our programs and services.

Personnel, Budget, and Goals

In AY16, there were several retirements and civil service layoffs due to the lack of a budget from the state. Two part-time positions were eliminated in SU15: one in Testing and Evaluation and one in Student Disability Services. The OTE position was the testing proctor, and the OSDS position was the e-text helper. Jennifer Smith, the test scan person, was enlisted to help Heather Santos with the e-text, and the Director of OTE took on all the proctoring responsibilities for the test center. In FA15, Shannon Storm's position as the test center manager was cut in the first round of University layoffs, and again, the Director of OTE assumed those responsibilities. In Fall 2015, Shawn Schultz, an advisor in AAC, was moved to the School of Technology, and in Spring 2016, Debbie Barker, another advisor, retired, leaving the unit with 4 advisors and the Interim Director. A graduate student position in OSDS was not funded this year due to budget cuts, so the Focus program was suspended for this year.

In SP16, another round of civil service cuts resulted in losing three positions in CASA: the office manager in AAC, who decided to retire; the test scanning position in OTE, and the receptionist for the SSC/OTE. Amy Richardson, the assessment clerk, assumed most of the responsibilities for AAC with some assistance from the Interim Director of the AAC. This unit has lost 2 full-time clerical positions in the last two years as well as five advisors.

Kim Sweeney, CASA's office manager, took on a number of the responsibilities of the OTE/SSC receptionist. Carrie Gossett, the evaluation scan person, took on all the testing and evaluation scanning with the aid of the Director of the OTE. A temporary civil service person was hired to enable OTE to run the test center for students with disabilities through the spring 2016 semester; this service will remain suspended from summer 2016 until new hires are allowed.

The Assistant Director of the SSC resigned in March to allow for professional advancement out of state. The Director of the SSC assumed his responsibilities.

At the end of SP16, the AAC was left with 4 advisors and the Interim Director, necessitating assistance from other professional advisors on campus to assure students could be seen through freshman orientation in June and July. May 2016 saw the retirement of the Director of OTE; OTE has gone from 6 (5 full-time and 1 part-time) staff members to 1 in the last 10 months. In total, CASA staff is at 14 from a total of 29 two years ago (27 full-time and 2 part-time staff members, not including undergraduate and

graduate students). The Executive Director of CASA has assumed the assessment responsibilities of the OTE Director as well as supervisory and fiscal management of that unit.

FY17 will see the retirement of the Director of the Office of Student Disability Services in January 2017.

From July-December, 2015 the Executive Director was on administrative leave. Her duties were suspended or re-directed to the Directors in CASA and the committees she serves on.

Due to budget constraints, no equipment or other major purchases were procured in AY16. In addition, this was the third year in a row that CASA did not send faculty to the IUPUI Assessment Institute in order to save money.

CASA's ongoing goals include:

- Support student achievement by offering services and programs that aid students in succeeding at Eastern.
- Assist new students in their transition to Eastern and college-level work through concerted University in-class and out-of-class efforts.
- Offer services and resources for faculty and staff in areas of testing and assessment, advising, learning assistance, and disability services.
- Contribute to the University's understanding of our student population and student learning outcomes through assessment efforts.
- Increase University community and local community outreach through on-line resources and programming.
- Work with appropriate University constituencies to improve retention of current students through examining data and creating programming.
- Collaborate with various University offices and staff to facilitate student success and timely degree completion.
- Assess our own services and work to improve those services.

The above goals are the backbone of the unit. Specific AY16 objectives for the various units and specific areas of responsibility are given below.

Collaboration & Student Success

This section will offer examples of collaborative efforts CASA units have established with other offices at EIU; many of these collaborations have been ongoing for several years.

CASA has responsibility for alerting students to their midterm grades; the actions students subsequently take may contribute to their overall academic success. Midterm grades have been emailed to students through Campaign Monitor for seven years; Campaign Monitor allows us to send individual emails to the students and to embed information such as their advisor's name and midterm course grades into the email. It also provides links to resources on campus. Midterm grade reports are shared with academic departments, advisors, housing, minority affairs, and athletics, so that they may aid in helping students academically.

In Fall 2015, 1,733 midterm emails were sent with a total of 2,508 grades submitted; this is a decrease of 93 emails and 118 grades from FA14. In Spring 2016, 1,402 emails were sent and included 2,218 submitted grades, which shows a decrease of 15 emails and an increase of 198 grades from SP15. For

FA15, faculty submitted grades from 3000 and 4000 level courses; in FA15, 16 fewer grades were submitted from upper division courses than in FA14. In SP16 a programming change meant that no 3000 or 4000 level grades were collected or disseminated to students; hopefully, this will be rectified for FA16. The majority of grades submitted continue to be from lower division courses as required by IGP. The Fall 2015 and Spring 2016 Midterm Grades Reports are included as Appendices A and B.

Summer Institute for Higher Learning

Summer 2015 was the fourth year for the Summer Institute of Higher Learning (SIHL). The SSC coordinates the program, which is a collaboration of Admissions, CASA, and the departments of English, Sociology and Geology/Geography as well as Financial Aid, New Student Programs, and Housing.

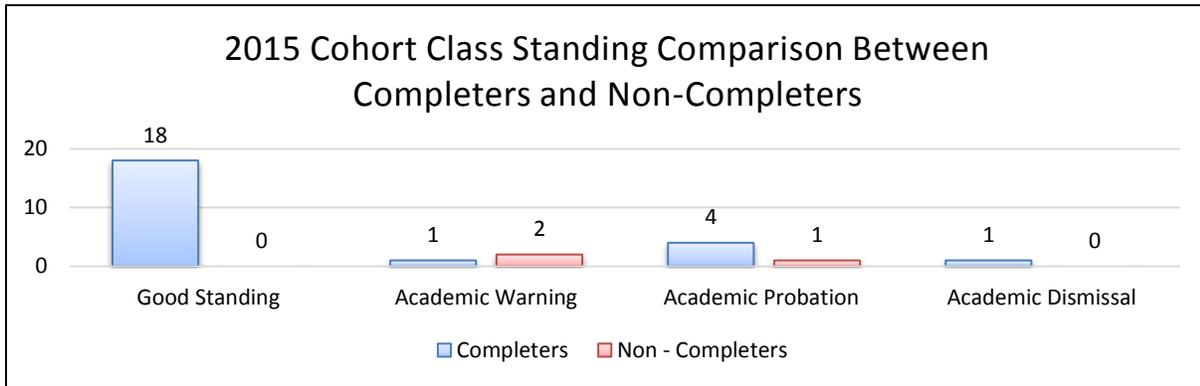
The goals of SIHL are to (a) improve access to higher education, (b) enhance summer (and overall) enrollments at Eastern Illinois University, and (c) improve the success and retention of newly admitted students with potential academic risk factors. The program grants provisional summer admission to new freshman students with ACTs of 20 or greater but with GPAs between 2.0-2.49. Students must earn a 2.5 or higher in the summer to matriculate fall semester. All students take ENG 1001G and choose from a social and behavioral course; these courses' enrollment is limited to students admitted through the SIHL program.

This program has been very successful during the summer when the students have constant and consistent support and mentoring by SIHL staff and faculty, however during the fall and spring semesters when students aren't held as accountable, academic success has decreased despite accountability standard imposed during AY16. Increased accountability standards include weekly study table requirement (4), GPA (2.0) and hours earned (12) requirement per semester. Thirty-four students completed the summer and fall semesters of SIHL; twenty-seven students returned for the spring 2016 semester.

The following chart shows enrollment information for all three cohorts following the spring 2015 term; percentages are based on the number of students that matriculated each fall semester. This year the first SIHL cohort had some graduates in the spring ceremony.

Year	Completed Summer	Began Fall Freshman year	Enrolled SP16	Not Retained to SP16	Good Standing SP16	Not Good Standing SP16	Graduated SP16
2012	53	45	27 (60%)	18 (40%)	24 (89%)	3 (8%)	5 (11%)
2013	60	57	24 (42%)	33 (58%)	22 (92%)	2 (8%)	
2014	47	44	23 (52%)	21 (48%)	20 (87%)	3 (13%)	
2015	34	31	27 (87%)	4 (13%)	18 (58%)	9 (29%)	

SIHL students are identified as either completers or non-completers based on whether they completed the plan prepared by their SSC advisor. Completers are students who regularly attended meetings, followed their academic plan, and were open to academic suggestion. Non-completers did not schedule meetings with their assigned advisor, failed to attend scheduled meetings, and/or did not follow their academic plan. Of the 31 total students who completed the FA15 semester, 24 (77%) were identified as completers while 3 (10%) were non-completers, and 4 (13%) did not return for SP16. Completers are much more likely to be in good academic standing, have higher semester and cumulative GPAs, and more earned hours. The chart below shows the academic standing by plan completion for the 2015 cohort; 75% of plan completers are in good standing compared to none of the non-completers.



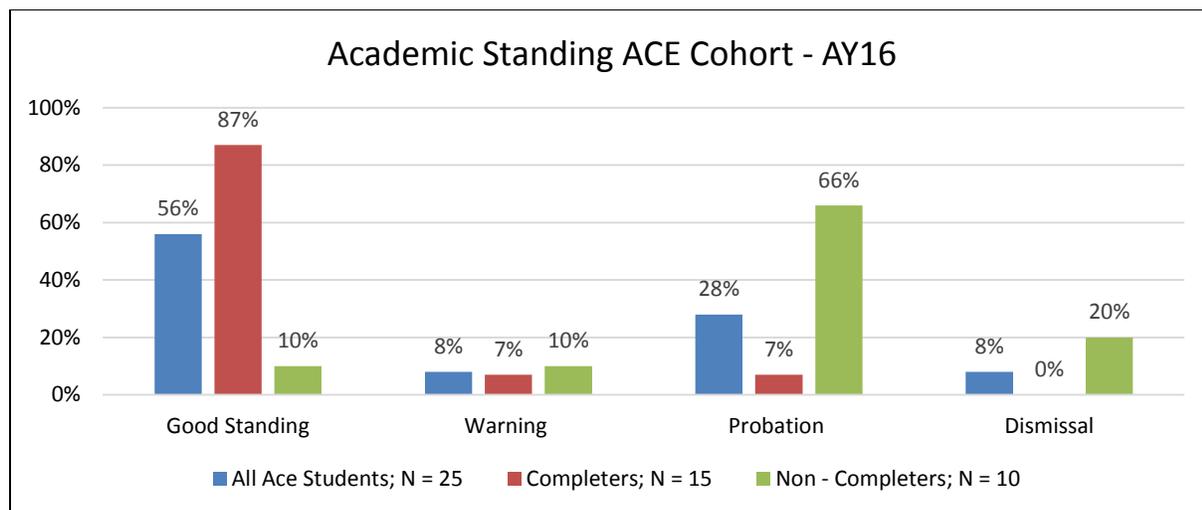
The full SIHL report is available as Appendix C. SU15 will be the last year of mandating students to attend SIHL in order to be admitted to EIU. For students applying for FA16 and subsequent semesters, all conditional admissions will come through the Gateway program and there will be two tracks of students: Track One served by the Gateway program and Track Two who will be advised by AAC and follow an academic plan established by the SSC. All special admission students were invited to the summer program first and then all standard admission students were invited to attend when the numbers remained low.

The SU16 cohort was in the midst of its experience as of the writing of this report. Two sections of ENG 1001G and one section of SOC 1838G were offered in SU16. At this time, the future of the SIHL is uncertain. Students have not been eager to come in the summer on a voluntary basis, and AY16 showed that the program was a great deal of work for very few students. With the staff reduction in the SSC with the resignation of the Assistant Director, the program may need to be suspended to allow the Director of the SSC to focus on the primary mission of the unit.

Achieving College Excellence (ACE)

The ACE program was created by Lou Hencken, Interim Director of Admissions in AY14, for students who do not meet the Gateway criteria for first-generation or minority status, but whose ACT and GPA would not allow them to be admitted as standard admission students. In SP15, it was decided that Eastern had too many special admission populations, and all groups would fall under the Gateway umbrella, including those in the ACE program. AY16 was the second and last cohort to be separated as a special admission group.

In AY16, these students were to take EIU 1111 and meet twice a month with a counselor in the SSC. Thirty students were in this program in FA15 and 25 in SP16. The chart below offers the ACE students' academic standing as of SP16 by plan completers and non-completers.



Committee and Council Work

The Executive Director has served on several coalitions and committees this year, including, Student Support Team, Honors Council, Honors Council Curriculum Committee, Eastern Reads!, Seat Planning, OSDS Advisory Committee, Enrollment Worx, Enrollment Management Advisory Committee, as well as on CASL, its subcommittees, CORE and its subcommittees, and the University Foundations Advisory Committee.

These committee and council memberships contribute to collaboration with student affairs and academic departments. What follows is a brief summation of the work of the committees over which CASA takes leadership.

Committee on Retention Efforts (CORE)

The Executive Director co-chairs CORE and the Directors of SSC and AAC serve on the committee. In AY16, CORE continued several initiatives begun in prior years: not registered emails and the Early Alert System (EAS) among those; CORE also instituted new initiatives based on information provided by the Noel-Levitz Retention Predictor and worked with Josh Norman on developing a new retention model based on data from years subsequent to the N-L model.

The not registered list is run at least twice in the fall and spring semesters: the first list is generated 2 weeks after seniors begin registering, and the second list is run a week after freshman registration begins. Students are sent email registration reminders from CORE and the co-chairs respond to any email responses from students. Chairs are sent a list of their students who have not yet registered with each list generation. What follows are the number of students each semester who have not registered by the emails dates and other key dates in the term.

Not Registered Students by Certain Dates									
	FA13	FA14	FA15	FA16		SP13	SP14	SP15	SP16
First Email	754	737	759	750		704	496	612	404
First Email hold percentage	26.66%	25.10%	24.64%	32.40%		37.36%	31.25%	31.86%	38.86%
Second Email	1197	1224	1187	1203		1154	1236	1215	984
Second Email hold	30.49%	33.66%	30.41%	37%		48.61%	45.31%	41.32%	45.53%

percentage									
Survey Day	959	918	813	823		775	703	463	545
Survey Day hold percentage	28.36%	32.03%	31.98%	36.21%		45.81%	44.67%	41.47%	45.87%
First Day classes	616	429	422			551	568	355	385
First Day Classes hold percentage	28.57%	30.54%	30.75%			39.56%	41.90%	42.54%	46.23%
10-day	NA	396				494	428	250	290
10-Day hold percentage		26.52%				34.62%	36.68%	26.80%	31.38%

The Early Alert System continued this academic year as well; EAS is a collaboration among CASA, SSC, and Housing. FA15 saw decrease in the number of alerts submitted from 1194 in FA14 to 731 in FA15 for 463 fewer alerts than the previous fall and 33 fewer than FA13. FA15 also saw a decrease in the number of students who received alerts with 500 compared to 733 in FA14 for a decrease of 233 students. Of the students who received alerts in FA15, 34% received an A, B, or C in that course, and 9% received a D. Thirty percent failed the course for which they received an alert, and 26% withdrew or dropped the course. In SP16 533 alerts were submitted compared to 731 for SP15 for a decrease of 198 submissions; this is 165 fewer submissions than SP14. Alerts were submitted for 365 students in SP16 compared to 511 in SP15 for a difference of 146 students. Grades for SP16 were very close in percentage points to those in the fall; in SP15, 29% of the students who received an alert earned an A, B, or C for the course, and 8% received a D. Thirty-four percent failed the course, and 26% dropped or withdrew. The full semester-to-semester EAS comparison report is included as Appendix D.

CORE produced one issue of its newsletter, *Assessment Matters* in SP16, which can be found on the web site at <http://castle.eiu.edu/~core/newsletter.php>. In order to save money, the newsletter was disseminated electronically only; no paper copies were printed. This issue was focused on the enrollment forum that was co-sponsored by CORE, EMAC, and E-Worx and held in March 2016. Sanders and Kimberlie Mook organized the event, *Telling Our Eastern Story: The Path to Success from Recruitment to Retention and Graduation*. Sanders, Mook, and Josh Norman presented data at the opening session and then attendees chose from 3 or 4 sessions for each of the three concurrent sessions. Approximately 83 people attended the forum and 44 of those returned the on-line evaluation. Overall, attendees found the information presented useful and the responses were very positive to the forum and the various sessions.

In SP13 the University purchased the Retention Predictor from Noel-Levitz, and the co-chairs participated in a webinar and subsequent meetings on data to prepare for the predictor. Eight variables were uncovered by the data: a high school gpa of 2.84 or lower, students of Hispanic background, students who did not attend their EIU Reads circle, expected family contribution of zero (based on FAFSA), a gap between financial aid and family contribution, the percentage of need met by the financial aid package, department or program area (some department choices helped with retention while others suggested risk), and athlete status. The athlete status provided a lift for students, so there were 7 variables the put students at-risk of attrition. The FA13 new freshmen were scored by N-L; Josh Norman built a retention predictor report and scored the FA14 and FA15 freshmen.

In AY14-AY16, CORE focused on interventions by advisors, UF instructors, and housing on individual students. No one strategy proved to be more predictive of retention than others although the more

individual contacts a student had, the more likely they were to stay. A comparison report of retention data is given in Appendix E.

As in previous years, University Foundations instructors were all given a list of their students and the predictor results. They were asked to track interventions and report to Dr. Sanders at the end of the semester. Based on what UF instructors did to intervene with students, categories for interventions were created in SP14 and shared with returning and new UF faculty at the spring workshops. In FA15 a total of 5,462 interventions were given to 472 students enrolled in UF; these interventions included class discussions across the sections related to issues found in the variables (academic skills, choosing a major, budgeting and finances, etc.); speakers spoke to the sections on topics related to the variables; students had individual meetings with their instructors, and students were referred to on-campus services (career services, the Writing Center, tutors, etc.).

Academic Advisors were also given a list of their advisees with predictor information. They were asked to have longer advising appointments for students at-risk, which was defined as students with 3 or more variables. As a staff, they established a list of common interventions that they would all employ with their advisees. A total of 1,649 interventions were given to 279 students through the AAC.

In SP16, Josh Norman developed a new retention model based on the freshman cohorts of 2012, 2013, and 2014. The co-chairs of CORE worked to finalize this model and share it with the campus SU16 and FA16. Details will be given in next year's report.

Seat Management Committee

The Seat Management Committee studied data related to planning for new freshmen and transfers. A rollout of seats was planned for summer 2016 with approximately enough seats for 1000 new freshmen and 650 new transfers. Although the committee had been very careful not to exceed the needed seats, the actual number of new students at orientation was lower than expected. The Executive Director of CASA watched GE enrollment, sent out periodic updates to the chairs, and worked with chairs to cancel sections before and during the rollout at orientation.

EIU Reads!

The Executive Director has served on EIU Reads! since its inception. This year she headed a new subcommittee that created a rubric to use with the homework to gather data related to our critical reading goal. A pilot was conducted in SP16 and the rubric will be employed in fall 2016. Sanders will ask for faculty volunteers and will train them to use the rubric. EIU Reads provides the only opportunity for assessing reading where an entire cohort of students has read the same book. The SU16 choice, *When the Emperor was Divine* by Julie Otsuka, is our second novel.

Assessment

CASA's assessment objectives for AY16 included:

- Work in concert with CASL on assessment activities/plans.
- Maintain and update the assessment website, including CASL minutes and General Education data.
- Offer guidance/support to departments concerning program assessment and program reviews.
- Continue collection of general education data and share results with the campus community.

- Provide information on assessment at Eastern Illinois University to students/faculty/advisors.
- Aid CASL chair in college and council meetings.
- Develop ways that each unit under CASA can monitor and report activities.
- Administer the NSSE.

In an effort to promote understanding of University-wide assessment efforts and to aid in departmental assessment activities, CASA staff members served as assessment resources for campus constituencies; this service included the following activities:

- The assessment website (www.eiu.edu/~assess) was maintained and updated as data were gleaned from assessment activities such as the Watson-Glaser exam, speaking assessment, the EWP readers, and the global survey. Data were shared with CASL for use and dissemination.
- Due to the budget impasse at the state level, the National Survey of Student Engagement (NSSE) was not given this year although it was scheduled to be disseminated as part of our VSA participation. The lack of funding from the state made our participation impossible, which was disappointing because the NSSE is one of the few instruments that offers us comparisons with student outcomes across the nation.
- Due to the Executive Director's administrative leave, the college deans suggested taking a hiatus from assessment reporting for AY15, so no reports were turned in for June 2015. A new schedule of submission dates was developed in May 2015 for programs on a two-year reporting cycle. In AY16, due to chairs taking on new responsibilities with issues brought on by the budget impasse, programs were given the opportunity in SU16 to ask for an extension for submitting their assessment plans. Plans were still being submitted at the time of this report.
- *Assessment Update* was not published this year. The FA15 issue was not written because of the Executive Director's administrative leave, and the SP16 issue was not published because much of the assessment data was not collected due to the budget impasse and staffing issues in OTE. Much of the data and reports were sent to departments in June 2016, so new data will be available for AY17, and the newsletter will resume in the fall.
- AY16 CASL continued to create and disseminate executive summaries of the five undergraduate goals. The Executive Director prepared the undergraduate data reports for CASL before her administrative leave, and members of CASL distilled the data into executive summaries that were shared with the various councils and committees throughout the academic year. These summaries can be viewed at <http://www.eiu.edu/~assess/caslhome.php>.

Most of CASA's overall goals for promoting and supporting assessment activities were met this year through the above activities. Work on the five general education goals is summarized under each goal's section. To date, quantitative reasoning is only assessed through the VSA instruments, NSSE and CLA+, although a CASL subcommittee explored instruments for assessing at the University level this year. The subcommittee has not yet found an instrument or method to recommend. Once work is completed on the undergraduate learning goals and general education, CASL will look at changes to the University-wide assessment of these goals.

Electronic Writing Portfolio

CASA oversees the Electronic Writing Portfolio (EWP) process. This oversight includes checking each submission for the EWP criteria, sending emails alerting faculty to submissions to be rated, uploading student information on requirements met to Banner, maintaining the database, monitoring the writing-intensive course list, monitoring students who receive the writing with distinction award, and answering

questions from students, faculty, and advisors concerning the EWP's submission process and requirements. CASA's goals for the EWP include:

- Accept and store student submissions.
- Upload student completion of requirements to Banner.
- Provide EWP information to students, faculty, and advisors.
- Work with students/faculty/advisors/certifying officers on issues surrounding students' successful completion of EWP requirements.
- Work with CATS to maintain the fully electronic version of the EWP that interfaces with Banner.
- Continue to hold EWP readings of completed portfolios and focus groups.
- Share results from portfolio readings with various constituencies.
- Disseminate EWP student brochure at orientation and to faculty who request copies for students.
- Update EWP information as related to changes to the requirement.
- Disseminate major scores to department chairs for use in their department plans.

AY16 was the eighth year of the revised EWP. EWP reminders went out each semester to students who had not completed their portfolios and to faculty when they had papers to rate. In past years, we have had difficulty with faculty meeting rating deadlines and have had to ask for proxy raters for a number of faculty members who refuse to complete this task. Department chairs, the Director of OTE, and the Executive Director of CASA have served as proxies; however, this proxy system does not encourage faculty to complete their obligation to their students and the University. In SP15, the Executive Director sent personal emails to faculty who had not completed the EWP ratings a week after the semester had ended, and this moved the number of unrated submissions from 251 to 74 within a week, so we plan to take this strategy every semester. The personal email has been very effective and in FA15 and SP16, we only had to make a few proxy rater changes, and most of those changes were the result of faculty leaving the institution.

EWP brochures for students were disseminated at freshman and transfer Debut and were made available to faculty and departments. Brochures for faculty are mailed to all faculty members each fall. The website and brochures were updated to facilitate faculty and student understanding of the process and to address frequently asked questions.

Reports were prepared for each semester of EWP submissions. Departments were sent a list of all submissions made by their majors with an average for the department and college. Summer 2015, Fall 2015, and Spring 2016 reports are included as Appendices F, G, and H.

Readings of completed portfolios moved from fall semester to spring semester three years ago. No new readers were trained this year; the next training date will be January 2017. Portfolios were read in February with focus groups taking place in early March. The 13 readers read 178 portfolios, which encompassed 533 student papers. The Executive Director of CASA prepared a report on the readings based on the focus group information and materials provided by the readers. (A copy of this report is available at www.eiu.edu/~assess. An executive summary is included as Appendix I; this report includes information from the past five years of readings.)

Critical Thinking

CASA manages the distribution of the *Watson-Glaser Critical Thinking Appraisal* to Senior Seminar faculty. OTE has the primary responsibility for the *Watson-Glaser*; information is disseminated to chairs and faculty, exams are delivered to departments, exams are scored, and results are sent back to faculty for distribution to students. Our goals for this component of the assessment plan included:

- Manage the distribution of and scoring of the *Watson-Glaser Critical Thinking Appraisal*
- Offer information to faculty concerning administering the *Watson-Glaser*
- Create reports and disseminate *Watson-Glaser* data to departments
- Help faculty and administrators interpret *Watson-Glaser* results
- Investigate new instruments for this goal

The *Watson-Glaser* has been administered in senior seminars since Summer 2003. A total of 1,413 *Watson-Glaser* Critical Thinking Appraisals were administered in SU15, FA15, and SP16. Due to losing the person who was responsible for the *Watson-Glaser* mid-semester, the data were not separated by on-line and scanned section.

Term	Paper-Based Appraisals	On-line Appraisals	Total Scored	Composite Averages
SU15	102	184	286	24.63
FA15	436	82	518	24.69
SP16	NA	NA	609	24.42

In SU16, we learned from Pearson, the company that produces the W-G, that the current *Watson-Glaser* will not be available after December 2016, so CASL will need to decide quickly in the fall semester what will be used in the spring semester to assess critical thinking. Given the budget situation, this is not good news because it will be extremely difficult to find an inexpensive instrument that provides good data on critical thinking. See Appendix J for the annual *Watson-Glaser* report.

Responsible Citizenship

AY16 was the fourteenth year to collect data related to this goal, but the first with a new instrument. The following objectives were set by CASA to serve this goal:

- Make administration of the Responsible Citizenship Survey possible for students at freshman orientation and in Senior Seminars each semester.
- Share data with CASL and place on website for University community.
- Provide information to faculty about the administration of the survey in Senior Seminars and student compliance.
- Troubleshoot issues with access for students.

In AY15, CASL investigated several instruments related to civics, diversity, and ethics to match the questions related to the newly revised goal. CASL determined that it would begin with the Miville-Guzman-Diversity Scale Short Form with another question drawn from the Political and Social Involvement Scale from the Wabash National Study of Liberal Arts Education. These two instruments will provide data on civics and diversity. In AY16, CASL's subcommittee on responsible citizenship researched instruments to assess ethical reasoning and chose an instrument, *DIT2 Ethical Reasoning Survey* from the Alabama Center on Ethical Reasoning. Because the instrument has a cost, none were purchased for the AY17. The estimated cost is \$1000-2000 a year to test freshmen and seniors. CASA will look into purchasing and administering when a budget is in place.

The completion rate for the freshman survey is dependent on freshman students coming through Debut and staying for the entire program. The last three years have had a higher completion rate perhaps due to the change in the Debut schedule which ends earlier than previous years. The Debut numbers also include students who come late in the year and are registered through Elluminate sessions. The Summer 2016 data were not yet available at the writing of this report.

Year	Number Completed	Number Students Seen	Completion Rate
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		at Debut	
2009	1,451	1,752	83%
2010	1,347	1,489	90%
2011	1,325	1,386	96%
2012	1,206	1,304	92%
2013	1,322	1,346	98%
2014	1,077	1,156	93%
2015	1,091	1,130	97%

CASA staff members send faculty teaching senior seminars a list of students in their course(s) who have completed the survey and this information can be provided at any time throughout the semester. Some instructors ask for a weekly list while others require only one at the end of the semester. Students are given access to the survey once the 10th day rosters are produced.

In recent years, the rate of completion by students in senior seminars has significantly fallen. Despite the ease of completing the survey on-line, we still consistently have problems reaching high completion rates. In Summer/Fall 2014 the Executive Director of CASA spoke with several chairs and deans concerning the completion rates in certain courses, and the total rate of completion in senior seminars did raise somewhat in the subsequent semesters. FA15 saw another dip in the response rate, so in SP16 the Executive Director contacted faculty personally and copied chairs to try to increase the response rate, which did increase by 16%.

Semester	Number Completed	Number Students	Completion Rate
Summer 2009	463	673	67%
Fall 2009	328	884	37%
Spring 2010	258	946	27%
Summer 2010	393	741	53%
Fall 2010	363	989	37%
Spring 2011	261	957	27%
Summer 2011	310	632	49%
Fall 2011	357	878	41%
Spring 2012	298	968	31%
Summer 2012	164	579	28%
Fall 2012	270	907	30%
Spring 2013	292	938	31%
Summer 2013	246	547	45%
Fall 2013	308	795	39%
Spring 2014	479	924	52%
Summer 2014	300	433	69%
Fall 2014	431	784	55%
Spring 2015	398	762	52%
Summer 2015	321	462	69%
Fall 2015	262	616	43%
Spring 2016	451	763	59%

Appendices K and L offer the freshmen and senior responsible citizenship data, and a report comparing Summer 2015 freshmen with AY16 seniors is in Appendix M. The senior data represents answers from both native and transfer students. This new citizenship survey, our third, asks students to identify their major, so we have data to share with the departments related to this goal. Spreadsheets were sent to the departments with the raw data for their own use as well as the freshman and senior reports with the entire group's data.

Speaking and Listening

Data that address this General Education goal were collected for the first time in Fall 2003 from Speech 1310G courses (now Communication Studies 1310G) and in senior seminars for the first time in Fall 2004. OTE has primary responsibility for disseminating forms and collecting speaking data. CASA's AY16 objectives that support this goal include:

- Assist the CMN 1310G coordinator in communicating assessment expectations to graduate assistants and faculty teaching this course.
- Provide informational material for faculty.
- Enter quantitative data in assessment database.
- Disseminate procedures for faculty to return assessment forms to CASA.
- Collect speaking data in the CMN 1310G courses and in senior seminars.
- Disseminate data to CASL and the campus community.
- Provide data to departments for their majors.
- Enter subscores into database.

Speaking assessment sheets were distributed to all sections of CMN 1310G and senior seminars. This year a total of 2,501 completed assessments were returned: 892 freshman scores and 1,609 senior scores. This represents 383 fewer scores than last academic year.

Term	Course	# of Submission
SU15	EIU 4###G	368
	CMN 1310G	11
FA15	EIU 4###G	507
	CMN 1310G	576
SP16	EIU 4###G	734
	CMN 1310G	305
Total		1,609 EIU /892 CMN

Five years ago, OTE began putting major on the speaking assessment sheets in order to provide information on speaking assessment to the departments related to their majors. Each semester, OTE provides these data to departments. The AY16 Speaking Report is available as Appendix N.

In SP15 CASA staff members met with representatives of CATS and ITS to determine how to collect the speaking data electronically and eliminate the triplicate forms currently being used. After discussion about the potential for D2L, it was determined that the best route was for a form to be included in PAWS for instructors that would dump the data into a database. The Executive Director of CASA put in a formal request for this change to be made by ITS, but in SP16 this project was cancelled due to the layoffs in ITS. Triplicate forms will continue to be used in lieu of programmers being available to develop an on-line version.

As with each year, CASA and OTE staff members have worked diligently to administer the University Assessment Plan, to assure that requirements are met and policies followed, and to make the administration of the plan as simple as possible for students and faculty.

University Foundations

Although CASA has oversight of University Foundations (formerly freshman seminar), an Advisory Committee helps to make decisions concerning course content, events, and the faculty workshop. Karla Sanders chairs this committee. Other AY16 committee members were Bobbi Kingery, Career Services; Cindy Boyer, Student Success Center; Jessica Ward, Student Standards; Wendy Long, Testing and Evaluation; and Crystal Brown, Student Community Service.

In Fall 2015, six CASA staff members taught the course: the Directors of the SSC, OSDS, and OTE, the Assistant Director of SSC, and two advisors. In FA15, 21 of the 27 sections were taught with an instructor and a peer leader, 1 was taught with just an instructor, and 5 were team-taught. Fourteen new instructors were trained in May 2016 as well as the 17 peer leaders. With the decline in enrollment, 6 sections were cancelled in the summer leaving nineteen sections planned for FA16 with 17 of those sections being taught with an instructor and a peer leader. Only 4 of the newly trained instructors will actually be teaching in FA16.

UF is a writing-active course with four main goals:

- Familiarize students with the expectations, policies, resources, and traditions of Eastern Illinois University.
- Develop students' critical thinking, learning, and communication skills.
- Enrich students' perspectives on personal, academic, and moral issues in higher education.
- Engage students in the educational and social life of the University.

The student learning objectives are:

- Describe classroom norms, university policies/procedures (including student code of conduct and catalog information), and faculty expectations
- Explain key moments in Eastern history
- Function as a global citizen in a multi-cultural world
- Use the resources and services provided by Eastern Illinois University
- Identify transitional issues—personal, social, and academic—and learn about resources and services to aid in overcoming those issues
- Formulate educational and life goals
- Articulate values and priorities related to college and your future
- Communicate more effectively (orally and in writing) with professors and peers
- Analyze, criticize, and construct arguments using critical thinking skills
- Employ time management and study skills (including test taking, note-taking, and reading strategies)

In addition to these course goals, the committee was interested in the following annual goals:

- Revise the faculty workshop to suit the needs of the course and the faculty.
- Recruit and train peer leaders.
- Provide quality programs for Academic Foundation Day and the UF Showcase.
- Promote service learning rather than volunteerism for citizenship project.
- Choose a new textbook and work with publisher to create customized textbook.
- Provide materials for teaching from the textbook.
- Provide resources to instructors via website.

In Fall 2015, 27 sections were offered, and 514 students completed University Foundations (UF); this is approximately 46% of the first-time freshmen. This number is 28 more students than the previous fall. Of those students, 59% were minority students compared to 43% of the freshman class who were minority students. Gateway, ACE, and SIHL students are required to take University Foundations, so 48% of UF students took the course as a requirement and 52% took the course as an elective.

In SP16 peer leaders were solicited via email/listservs, the University newsletter, fliers, and word of mouth. The Executive Director received 19 applications for peer leaders and interviewed 15 students for the 14 new slots; two applications were incomplete. Four peer leaders from FA15 will be returning in FA16, and one was let go for not attending the workshop. Fewer applications were received this year, like last year, than in past years when the average has been 30-35 students, but this may be due to the smaller junior and senior classes.

Students who elect to take UF or are required to enroll traditionally have lower gpas than their non-UF counterparts. The retention rates for students who take UF have gone down the last few years. With a higher percentage of each freshman class being part of special admission groups, and with the majority of these special admit groups taking UF, the retention rates have suffered. The retention rate of Gateway students, for example, was 66% for the FA14 cohort to FA15. Fifty-one percent of UF students were members of ethnic minority groups compared to the overall freshman class which had 35% of the students from a minority group. Since minority students are not retained at the same levels as white students, the dip in retention for UF may be caused in part by the increase in minority students as well as those in the special admission population. Honors students are no longer taking UF either since they now have HON 1191, and since honors students are retained at higher levels than the regular population, taking them out of the course has had an impact on retention as well. It is also more likely that UF students are in the bottom half of their high school class, and we know that academic preparedness is a factor for attrition. (See Appendix O for the last five years of data on UF students.)

In FA15, 78% of students enrolled in UF indicated they were working less than 6 hours a week at a paid job, which is the same as the previous year, and only 13% were working more than 11 hours, which is an increase of 2% from the previous year. The percentage of students indicating that they spend 6 or fewer hours a week studying went from 35% to 25%, which is encouraging; the percentage indicating they spend 11 hours or more increased from 20% in FA14 to 34% in FA15, which is also a positive increase. The majority of the course evaluation percentages went up a bit this past year or stayed relatively static. The question on how positive their college experience had been did show a slight decrease; this decline may be partly attributable to the budget issues and student anxiety over the future of higher education in the state of Illinois. See Appendix P for year-to-year comparisons of the course evaluation data and student habits.

Each fall, Academic Foundation Day offers students the chance to attend a major/minor fair and to listen to talks from various departments concerning major choices and careers. On October 6, 2015, 27 presentations were given and 31 departments and units were presented at the major/ minor fair. Each year, it is a struggle to convince departments to participate, and some departments have never come. UFAC will continue to strive to make this a positive experience for both faculty representatives and students.

The citizenship project asks each class to participate in some University-wide, local, state, national, or global citizenship project. Instructors were asked to have students reflect on their experiences through an email assignment, written paper, or presentation. Six sections required students to participate in group projects; 16 sections allowed individual projects; and 5 sections required a combination of individual and group projects. Of the 27 sections, 21 required service learning projects in which students reflected on their experiences. A total of 534 students volunteered 1,824 hours in Fall 2015, which is decrease of 27 hours from Fall 2014 UF courses. On average, each student completed 3.42 hours. (Full report in Appendix Q.)

Academic Advising Center

Academic advising at Eastern Illinois University is a mixed model with the AAC advising first-year and undecided or exploring students and students who have not yet met admission requirements to majors with specific admission requirements (i.e. majors within the School of Business, Education, Psychology, Kinesiology, etc.) In addition, the AAC is tasked with advising and/or coordinating advising for **special populations** of students at EIU such as: Gateway, Summer Institute, International, Guests, Elluminate (students deemed unable to attend on-campus Advising and Orientation programs by the Director of New Student Programs), ACE, and Athletes.

The AAC embraces the philosophy that academic advising is a partnership between the advisor and the student to help the student develop a solid foundation for a successful college career. The following goals are the backbone of the unit and this philosophy:

- To assist students in the exploration of educational options and the planning of their academic program;
- To provide accurate information regarding academic progress requirements, policies, and procedures;
- To teach students how to accept responsibility for their choices and decisions concerning their academic and educational goals;
- To consider the personal abilities , talents, and interests of students when advising them about courses or programs; and
- To train and assist advisors across campus to ensure they are aware of best practices and new requirements.

Mission Statement: The AAC supports and enhances the educational mission of the University. The Center is committed to creating quality and accessible advising partnerships with students in a positive environment that promotes student success and cultivates self-sufficient lifelong learners. This is in addition to our mandated unit responsibilities.

Philosophy: academic advising is a partnership between the advisor and student to help the student develop a solid foundation for a successful college career.

The Academic Advising Center has one Director, 6 advisors, and 1 office manager. The following were the goals set for AY16:

- Focus on advisement
- Build campus relationships
- Attend meetings and workshops to continue professional development
- Continue to support departmental and University activities by participating on various committees and volunteering for University and departmental activities
- Continue to foster community relationships
- Enhance campus-wide communication
- Help to retain students

The above goals were met in the following ways:

- Students were advised; recommendation letters were written for jobs, scholarships, and internships; students interested in advising as a career job shadowed advisors.
- In AY14, the AAC began accepting phone calls to make appointments for students rather than requiring students to walk over to make appointments in person. In AY15, other methods of appointment-making were researched. In AY16 a new system, ScheduleOnce, allowing for on-line appointments was piloted. This new appointment system was very timely with the loss of civil service staff. It allowed advisors to manage their own calendars and set up a series of e-mail reminders for their advisees. In January 2016 a year's access to this system was purchased

for all advisors in the AAC except Debbie Barker, who retired in April. James and Isacson helped to set up the system and train the rest of the staff.

- Two advisor coffees were held: October 7 with 54 attendees and February 33 with 47 attendees. The AAC sent invitations and surveys to advisors on campus related to these events. The number of professional advisors on campus has dwindled in the last year as departments have not replaced people retiring or leaving for other positions.
- Advisors and faculty were trained on how to access and use the Satisfactory Academic Progress Plan (SAP), which includes the GPA % completion calculator and access to reportal reports on data needed for SAP.
- Because professional advisors in other units were asked to help advise freshmen during orientation, the Interim Director met with these advisors to go over advising information for new freshmen since many of these advisors work primarily with upper class students in their majors.
- A special orientation and registration program was given for summer athletes, and students who could not attend a scheduled orientation date were advised through Elluminate. Norm Isacson was trained on Elluminate to provide back-up for the Interim Director.
- In August a special orientation was created for international students, and AAC participated and advised many of these students. A similar program is planned for this August. This change in orientation assures that the international undergraduate students receive similar information to that given at freshman and transfer orientation days.
- AAC had the following meetings with departments: School of Business, EC/ELE/MLE (fall and spring), and FCS. They also met with representatives of Athletics, New Student Programs, Honors, and International Programs to discuss special advising needs of various populations and orientation programs.
- Reed and Dailey presented to EIU 1111 classes on matters related to advising, and the AAC (Ayd, Isacson, & Dailey) gave a presentation and covered a table at Academic Foundation Day.
- Advisors attended a number of workshops, webinars, and meetings to continue their professional development. All advisors attended the following meetings: Autism Transitional Education Program (STEP) in-service meeting, the Community College Articulation Conference, and "Telling Our Eastern Story: The Path to Success from Recruitment to Retention and Graduation." Reed, Dailey, and Isacson attended the annual diversity conference, "The Power of One. . .One Campus, One Community, One Commitment." Isacson attended Christopher Higgins' presentation, "Death Spiral of Contemporary Higher Education."
- AAC sent representatives to all Open Houses.
- The Freshman Advising Calendar was updated; this calendar provides a monthly list of important dates for each semester.
- Due to the budget impasse, memberships in NACADA and ILACADA were suspended for this year.

- Advisors also attended the following campus activities: Jumpstart to GIVE, faculty fellows through Housing, convocation, Prowl, and mock interviews for CSA graduate students. Two advisors and the Interim Director served on an advising panel for CSA graduate students.
- AAC advisors served on the following committees: CAA (Aydt), COTE (Reed), TRiO Scholarship Committee (Reed), Alcohol and Other Drug Coalition (Aydt), Reinstatement Committee (Barker), Financial Aid Appeals Committee (Isacson & Dailey), Student Success Center Advisory Committee (Isacson), Veterans Advisory Board (Reed), and Selection Committee for the Outstanding Minority Achievement Recognition category (Aydt).
- The Director served on CORE, Seats Management, Special Admissions Committee, University Foundations Advisory Committee, Enrollment Management Advisory Committee, the Orientation Advisory Committee, Pre-Health Advisory Committee, Student Process Team, and chaired the Campus Advising Network. She also attended E-Worx for the Executive Director during her administrative leave.

Each advisor had a caseload of 180-280 students for the academic year, including new freshmen, transfers, and continuing students, and the Director carried a caseload of approximately 150 students. Forty-seven percent of students saw their advisor 4-10 times in addition to the one advising appointment per semester needed to receive their pin.

For the most part, student files are transferred to the departments for advising after the student has earned 15 hours and is in good standing or has met the requirements established by the department. In FA15 the average gpa of students whose files were transferred to the departments was 2.44 with an average of 39 credit hours; the average gpa for transferred files in SP16 was 3.05 with 31 credit hours. Some of these credit hours were earned as high school students through dual credit and AP courses. Business majors remain with the AAC until they have earned 60 credit hours minimum.

For the majority of AY16, there were 5-6 advisors and 1 Director in the AAC; these staff members advised the following numbers of students with summer, fall and spring combined: 980 continuing students; 951 new freshmen, 23 Gateway students; 221 new transfers; 50 international students; 31 summer athletes for a total of 2,256 different students. In FA15, 343 files were sent to departments for advising, and in SP16 414 files were transferred.

The AAC had over 4,555 in-person contacts with students in AY16, including 2,364 scheduled student appointments from May 2015 through April 2016 and 1,019 student walk-ins for advisement without appointments for FA15 and SP16. This is an average of 766 personal contacts per advisor. Many students also prefer to interact via email and phone calls.

In FA15 AAC advised 195 students on warning and 27 on probation; 46 students were dismissed who were advised in the AAC. Spring 2016 saw 43 advisees on warning and 73 on probation and 47 were dismissed at the end of the semester. Students in academic difficulty require additional time on the part of the advisor who sends additional emails to notify them of changes needed in their schedule.

From May 2015 to April 2016 the Academic Advising Center had 5,556 incoming phone calls, which is an increase of 216 calls from the previous AY: May (244), June (505), July (436), August (737), September (666), October (803), November (455), December (268), January (625), February (244), March (222) and April (351). During that same time frame, the advisors received 4,507 emails from students, which is a decrease of 1,588 emails from the previous year: May (259), June (291), July (263), August (590), September (290), October (373), November (474), December (338), January (565), February (195), March (318), and April (551).

Advisors continued to experience increased parent contact, and more FERPA release forms were requested from students.

AAC disseminated 915 electronic evaluations to students, and the return rate was 28.2% for the advising evaluation and 23.17% for the office evaluation. The following table shows the responses to the five questions that directly relate to advisor performance on student outcomes for all advisors combined:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My advisor provided accurate and reliable information.	59.9%	24.3%	9.3%	6.1%	.4%
My advisor considered my personal abilities, talents and interests when advising me about courses or programs of study.	52.5%	30.9%	10.6%	5.3%	.8%
My advisor helped me to have a better understanding of the university policies and procedures.	49.8%	28%	12.8%	7.4%	2.1%
My advisor helped me to make important decisions about my education (selecting courses, exploring majors/minors, repeating courses, etc.).	54.1%	23%	13.1%	6.1%	3.7%
My advisor helped me find the answer to my questions.	56.6%	27%	9.8%	5.3%	1.2%

Students also evaluated the front office: 88.1% indicated they were greeted properly; 88.4% felt that calls were answered professionally. As the above numbers indicate, overall, students are greatly satisfied with the advising they receive in the AAC.

The information contained in this report is a testament and evidence that advisors in The Academic Advising Center have exceeded these expectations and goals.

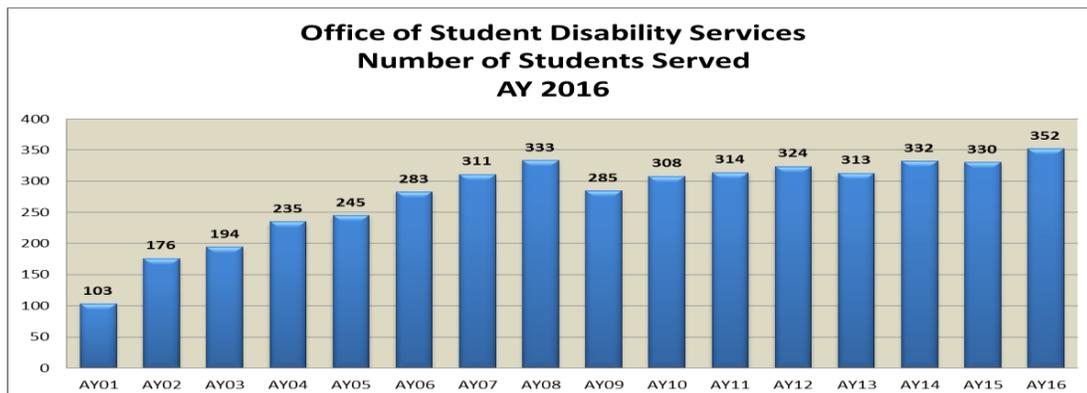
Student Disability Services

OSDS established these goals for AY16:

- Further streamline exchanges with students, faculty, staff, and the general public through the use of progression technology and access-friendly processes.
- Continue to collaborate with ITS in order to implement Simplicity Accommodate database.
- Continue to research and review current trends and issues in the field of disability services in order to function as a resource for the EIU community and provide exceptional services for students with disabilities.
- Seek professional development activities in the areas of disability law and best practices in higher education using creative means given current budgetary limitations.
- Given the addition of a permanent graduate assistant and Redden Grant funds to cover at least one FOCUS mentor, continue to provide the FOCUS program.
- Continue to meet regularly with the Interdisciplinary Team (Health Services, Counseling Center, and OSDS) to address needs of students
- Continue to provide E-text for students with visual and other print disabilities using the latest available technology which meets accessibility standards.
- In an effort to improve recruitment and retention, explore new and innovative ways to provide support to students with disabilities who would otherwise be successful given specific types of intervention.
- Increase involvement with regional and national AHEAD to remain current with trends and policies regarding individuals with disabilities.

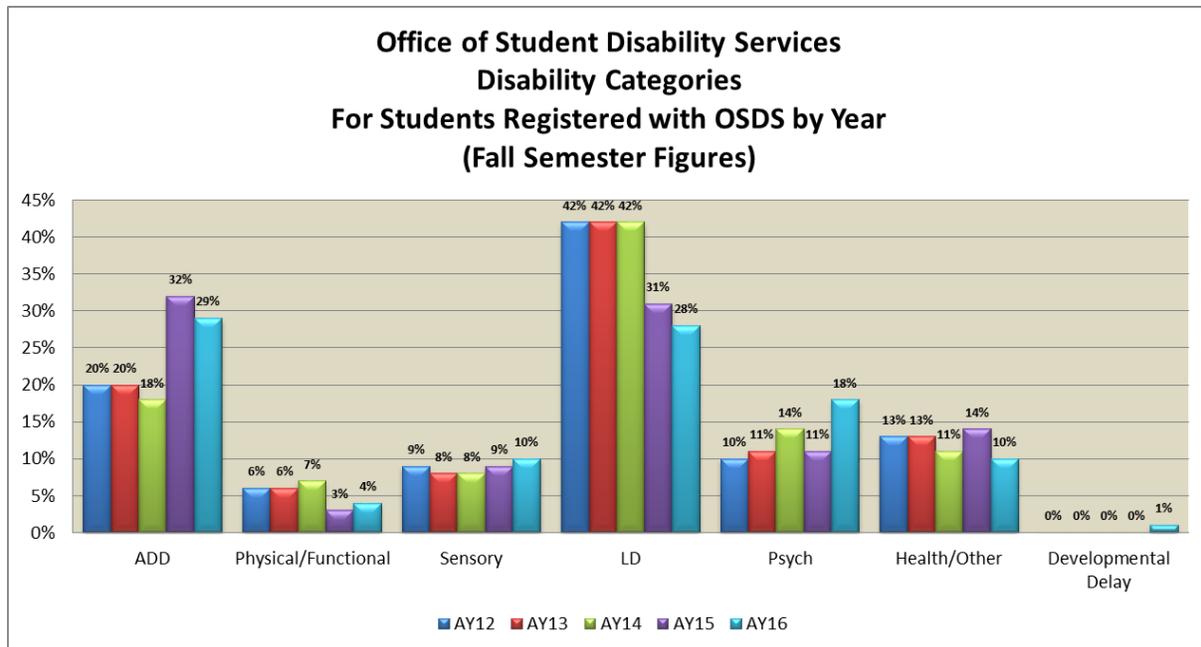
During AY16, the Office of Student Disability Services (OSDS) served 352 students (+22 from AY15) and had one or more contacts with an additional 132 prospective students (this number does not include new students seen during Debut 2015; it represents an increase of 8 prospective students from AY15). Students who were registered both semesters were only counted once.

In order to be consistent with the yearly IBHE data requested by the Office of Civil Rights, these numbers have been based on 10th day counts for fall and spring only. That report does not include summer numbers nor students who register with our office after 10th day. However, when taking into account students who were only registered with ODS during summer 2015 (31 additional students) students who registered with OSDS after 10th day in fall and were here fall only (35 students), and students who registered with OSDS after 10th day in spring (13 students), the actual total number of students served is 370 compared to 356 from AY15, which shows an increase of 14 students.



Over the academic year, 14 students were academically dismissed, 23 were on warning, 12 were on probation, and 64 students graduated, as of May 25 (an additional 5 students applied to graduate at the end of the spring semester. In Fall 2015, 23% of registered students were freshmen; 15% were sophomores; 21% were juniors; 31% were seniors; and 10% were enrolled in graduate studies. In Spring 2016, 16% were freshmen; 15% sophomores; 24% juniors; 36% seniors; and 9% were pursuing graduate studies.

The following chart represents the kinds of issues students presented to OSDS. Students on the Autism Spectrum are included in the psychological category. Miscellaneous health includes chronic health issues, Traumatic Brain Injury, and other low incidence disabilities. As indicated by the chart below, all of the supported disabilities have remained consistent with previous years with the exception of ADD which has increased and LD which has decreased.



The following paragraphs outline how AY16 goals were met.

- Updated OSDS webpage with information regarding therapy animals, support services, honor society information, and continued update of documentation requirements.
- Collaborated with the Chair of the Foreign Languages Department to address students with disabilities' requests for foreign language substitutions.
- Sent out the OSDS student survey through "Survey Monkey" to elicit responses.
- The Assistant Director attended college fairs for students transitioning to the postsecondary level:
 - "Directions" College Fair, Arlington Heights, IL on September 29, 2015
 - "Choices" College Fair, Skokie, IL October 21, 2015
- The Director and Assistant Director provided trainings to each college within EIU regarding OSDS. This provided opportunities to learn about services available and also to answer faculty questions. Questions and answers were also provided via the OSDS website.

- The Director met with the OSDS Advisory Board comprised of faculty from a variety of colleges at EIU, a representative from Faculty Development and representatives from off campus programs.
- The OSDS Assistant Director met with the Interdisciplinary workgroup (EIU Counseling Center, Health Services and the Office of Student Disability Services) to collaborate and provide the best possible support services for students.
- The OSDS Office Manager and Assistant Director attended all EIU Open Houses and Transfer Days.
- OSDS received four Redden grants for the year which were used to hire student workers for mentors for the FOCUS Program.
- One work-study student was trained to perform various office tasks and was supervised by the Office Manager.
- Five sign language interpreters for three students with significant hearing impairments were coordinated through this office.
- Referrals were made to the SSC, Academic Advising, Reading Center, Writing Center, Counseling Center, Communication Disorders and Sciences, Career Services, Health Services, Financial Aid, TRiO, Gateway, and Booth Library.
- The Director of Student Disability Services acted as the point person for student veterans with disabilities.
- The Director served on the University Committee on Disability Issues. The Assistant Director provided training on Service Animals vs. Emotional Support Animals.
- The office was represented at a Meet and Greet with New Student Program Leaders for summer orientation.
- OSDS met with numerous prospective students and their families throughout the year. Additionally, communication was frequent with parents, prospective students, and high school personnel in order to coordinate successful transition of these students.
- Concentrated involvement was necessary for some students registered with OSDS. Significant issues regarding legal situations, faculty concerns, medical issues, community supports, life skill supports etc. required an exorbitant amount of time and department resources.
- The Assistant Director organized and attended the Illowa AHEAD 2016 Conference and presented "Animal House," a round table discussion regarding Emotional Support Animals on campuses throughout Illinois and Iowa higher education institutions.
- The Assistant Director ran for the position of President-elect on the Illowa AHEAD board and was elected for AY16. Due to an unplanned vacancy, the Assistant Director was moved into the President position for AY16 and will continue serving as President for AY17. The assistant director will then hold the position of Past-President for AY18.
- The Office Manager attended required trainings to complete the Leading Edge Series.

- OSDS continued to support Delta Alpha Pi International Honor Society as a registered student organization at Eastern Illinois University. This organization recognizes students with at least a 3.1 GPA who are also registered with OSDS. The Director and Assistant Director are the acting advisors for this RSO and have established four elected members of the organization as board members. The organization currently has 29 active members.
- OSDS worked closely with the Autism Center to develop a pilot transitional program for students on the Autism spectrum that was piloted fall of 2015. OSDS provided support to this program when needed.
- The Assistant Director regularly attended Making Excellence Inclusive meetings.
- The Assistant Director provided training to the Graduate Students in Communication Studies.
- The Director and Assistant Director researched and reviewed trends and issues in the field of disability services specifically related to emotional support animals, testing information, support services for students on the Autism Spectrum, and various OCR cases and outcomes.
- OSDS continued subscription with Disability compliance for Higher Education.

OSDS Survey Results

Each semester, students who have received services from OSDS are sent an email asking them to complete an evaluation of their personal experience with the office. This year an email was sent to each student containing a link for survey access on Survey Monkey. Students were asked to rate five statements on a strongly agree to strongly disagree scale. Responses from the two administrations—Fall 2014 and Spring 2015—have been combined.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
My experience with the OSDS has been positive.	72%	25%	2%	1%	0%
I received courteous service.	70%	27%	1%	0%	2%
My requests were addressed in a timely manner.	67%	27%	4%	0%	2%
I received useful information.	70%	27%	2%	1%	0%
I was given the opportunity to express my concerns fully.	68%	25%	4%	1%	2%

Alternate Media and E-text

- During AY16, the Alternate Media Technology Specialist's (AMTS) Text Conversionist employee, who assisted in converting text into an electronic format, was cut due to budgetary concerns. An employee from another CASA department assisted with converting textbooks.
- Purging the digital library has been halted in the absence of the Text Conversionist position. Archiving was not done for AY16.

- The AMTS continued to improve the process of converting text into electronic format in order to generate material which aligns with standards in the field. While the chart below represents the numbers of books converted in AY16, it does not reflect the increased level of effort required to produce higher quality e-text for students with disabilities. Currently, the e-text library contains 852 books.

Semester	# of students eligible for e-text	# of students requested e-text	Total # of books provided	# of books provided from our e-text library	# of books converted and/or edited	# of books provided through Learning Ally
SU15	33	4	21	7	8	6
FA15	40	27	134	23	61	50
SP16	50	25	266	20	166	80
Totals			421	50	235	136

FOCUS

The FOCUS program, which is in its ninth year, was designed to teach students with disabilities specific compensatory strategies and skill sets while increasing their academic confidence and desire to finish college. By identifying students who might require this specific type of support, FOCUS is able to play a significant role in the Office of Student Disability Services' efforts to increase university retention. In conjunction with other campus resources, students in the FOCUS program have a plan that is tailored to take into account the students' unique academic needs related to their disability in order to increase the level of individual success.

The Focus program also allows junior, senior, and graduate level EIU students the opportunity to gain experience in their chosen field of study by working as a FOCUS mentor. One graduate assistant from the Communication Disorders and Sciences Program was assigned to run the program with four undergraduate student mentors for the fall and spring semesters. In addition to their knowledge of working with students with disabilities, they were trained to identify specific areas of deficit using disability documentation, student interview, and informal assessment of skills.

Using this information, they addressed academic needs in consideration of disability-related skill deficits. Some of the key components of the program include:

- Helping participants gain a better understanding of their disability and how it impacts them in an academic setting.
- Helping participants identify personal learning styles and how that impacts individual learning needs.
- Guiding development of critical thinking skills, such as analyzing information, applying it, and illustrating it.
- Reinforcing the use of designated accommodations.
- Helping students determine who to go to when experiencing various difficulties when they have questions.

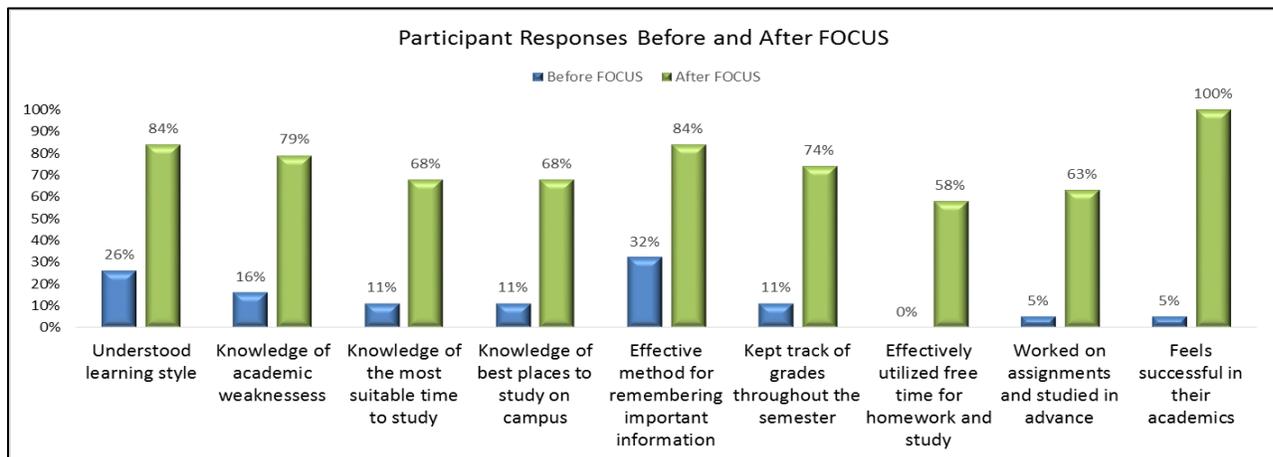
- A thorough demonstration of PAWS, D2L, library webpage, adaptive software such as Kurzweil, Inspiration, and text-to-speech programs.
- Exposing them to specific methods of taking notes, studying for tests, reading assigned material, etc. (including the use of adaptive technology) using the students deficit areas as a reference point.
- Supporting their transition from the highly supported K-12 system to increased self-advocacy skills and independence within the university setting.

In AY16, there were a total of 37 participants in the FOCUS Program. Fourteen students participated both semesters. Fifteen students participated in fall only and eight students participated in spring only.

Typically, the more time students participate in the FOCUS Program, the better they do academically. Nine of the fourteen participants who attended FOCUS the entire year had cumulative GPA's of 3.0-4.0 at the end of the spring semester. All fourteen participants had a cumulative GPA of at least 2.0.

FOCUS students are surveyed each semester to better understand their views before and after participating in FOCUS. 100% stated that FOCUS truly has made a difference in how they feel about school. 100% stated that FOCUS truly helped them improve their grades in school. 100% stated that FOCUS truly helped raise their confidence regarding their ability to succeed in college. Additionally, the students expressed an increased understanding of a variety of skills required to be successful at the college level.

FOCUS students displayed growth in all areas surveyed from before they were in FOCUS to after having participated in FOCUS. The students stated that they have an increased understanding of their specific learning style and how it impacts their learning. The students found that they had an increased knowledge of both academic strengths and weaknesses. The students were able to better recognize the best time of day to study and what locations worked best for their learning needs. The students identified and utilized effective methods for remembering important information related to their academics due to participation in FOCUS. The students found they kept track of their grades more frequently throughout the semester after participating in FOCUS. The students learned how to manage their time more wisely, so that they studied and worked on assignments to decrease stress and anxiety. All of the increases in skills allowed each of the participants to feel more successful in their academics than they did prior to participating in FOCUS. The following chart represents the growth displayed in the areas surveyed.



Participants were also encouraged to submit a summary statement about the program. Some of the areas most commented on were that students:

- Understood more about how their disabilities impacted their learning and how to best compensate for academic weaknesses due to disability.
- Improved academic performance
- Felt comfortable getting support from people who understood their disability
- Increased understanding of their individual learning style (visual, auditory, tactile, and kinesthetic) and effective study strategies that best suit their individual learning styles.
- Better recognized academic strengths and weaknesses.
- Recommended FOCUS to others
- Increased understanding of best times and places to study.
- Learned how to track grades more efficiently and accurately.

Student Success Center

The Student Success Center and its Director have established the following on-going goals:

- Provide individual learning strategy instruction, ongoing support and referral services for students seeking to improve their learning skills.
- Develop, support, and help implement university-wide learning initiatives, especially in the areas involving retention, at-risk student populations, and students on warning.
- Conduct outreach efforts to enhance the learning environment, including student workshops, classroom visits, presentations in university housing, and staff information sessions.
- Teach EIU 1111: University Foundations.
- Provide and maintain a virtual presence through the website and other technology with links to tutoring and other student support services.
- Collaborate with other University offices and events.
- Serve on university committees that promote student success and retention.
- Engage in professional development activities.
- Oversee SIHL and Reinstated Student Programs.

These goals were met by the Director, the Assistant Director, and the five graduate students in the SSC in the following ways:

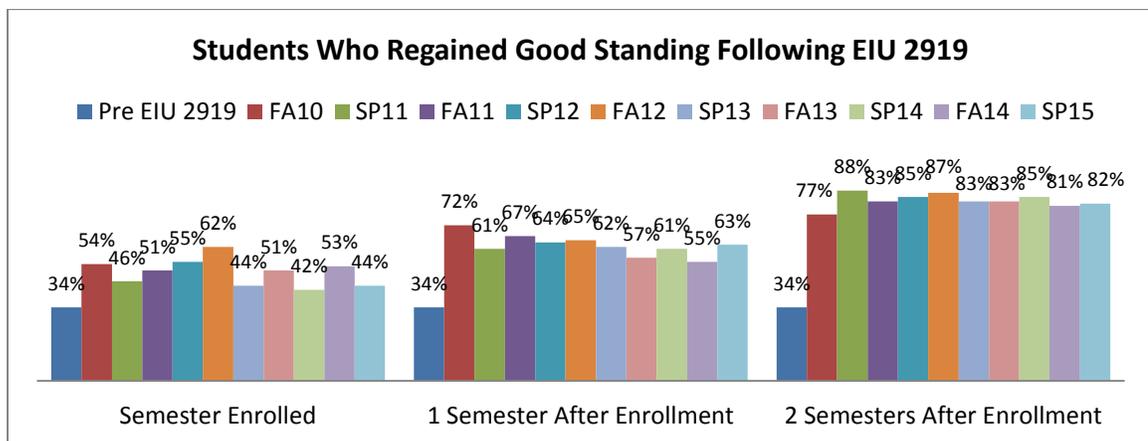
- SSC staff consulted with 460 students (Reinstated students 66; EIU 2919 274; Referrals 86; SIHL 34), which is a decrease of 59 students from AY15.
- There were 1423 total appointments (177 fewer appointments than AY15).
- SSC conducted 31 workshops and classroom presentations and presented to 1,132 students, which is a decrease of 148 students from the previous academic year. Ninety-five percent of students rated the workshops as good or excellent. Workshops were conducted for academic classrooms, commuter students, ROTC, EIU 1111, sororities and fraternities, athletics, Prowl, Housing, TRiO, and transfer relations.
- Students consulting with SSC counselors were referred to the Counseling Center, Career Services, Disability Services, Health Services, TRiO, Financial Aid, Minority Affairs, the Writing Center, Reading Center, and Academic Advising.

- Students were referred to the SSC by faculty, academic advising, EAS, fraternities/sororities, Disability Services, Gateway, the mid-term email, EWP, VPAA's office, TRiO, athletics, the Registrar's Office, EIU 1111 instructors, Testing and Evaluation, the Counseling Center, and Housing. Students also came in on their own or were referred by a friend.
- The Director and Assistant Director trained the 5 graduate assistants and 6 interns on how to provide services offered through the SSC.
- Although the Summer Institute of Higher Learning (SIHL) is a collaborative effort, the main responsibility for the program lies in the SSC. This program's data were given earlier in the report.
- The Director and Assistant Director both taught a section of University Foundations.
- The SSC website was maintained, including the departmental tutoring schedule for each semester. The department Facebook account was updated and the twitter account was monitored.
- The Director and Assistant Director participated in RA training, Gateway GA training, the Panther Fair at Freshman Debut, presented to Debut Leaders, Prowl, open houses, and transfer orientation.
- SSC staff serve on the UF Advisory Committee, CORE, CSA Days Committee, Graduate School Financial Literacy Committee, thesis committees, COSPA Scholarship Committee, Special Admission Committee, CSA Thesis of the Year Committee.

EIU 2919

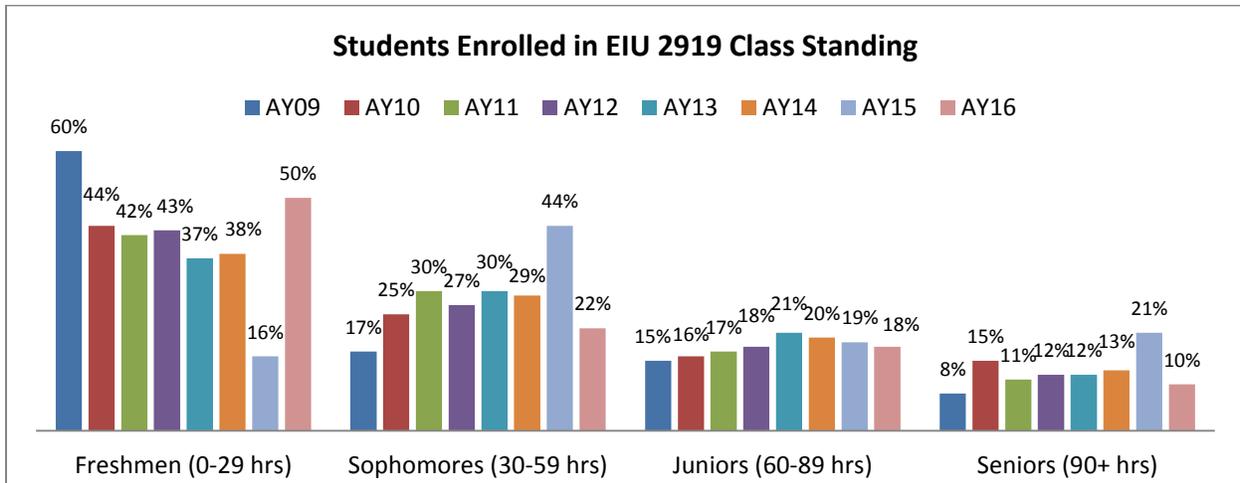
In AY16, the SSC delivered 23 sections of EIU 2919 for students on warning: 8 sections in FA15 and 14 sections in SP16. A total of 348 enrolled, which is an increase of 5 students from the previous year. Each semester an on-line version of the course is offered for students in on-line programs that is taught by the Assistant Director. He completed this on-line course for Spring 2016 semester despite resigning mid-semester.

The following chart shows students' academic standing following completion of EIU 2919:



Prior to the required EIU 2919 course, only 34% of students ever regained good standing after going on academic warning. Typically, 400-450 students go on warning each year. All levels of class standing are represented in the course. As the following chart indicates, this past year showed a marked increase in

the number of freshmen required to take 2919 and fewer sophomores. These changes may reflect students' earning fewer credits due to making slow academic progress and earning Fs or NCs.

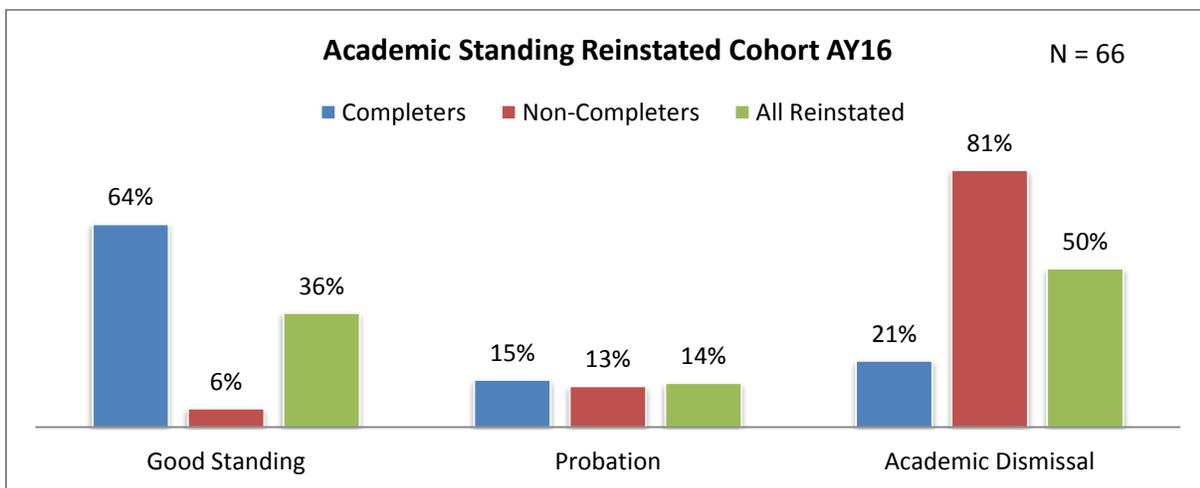


The evaluations for EIU 2919 continue to be as can be seen in Appendix R.

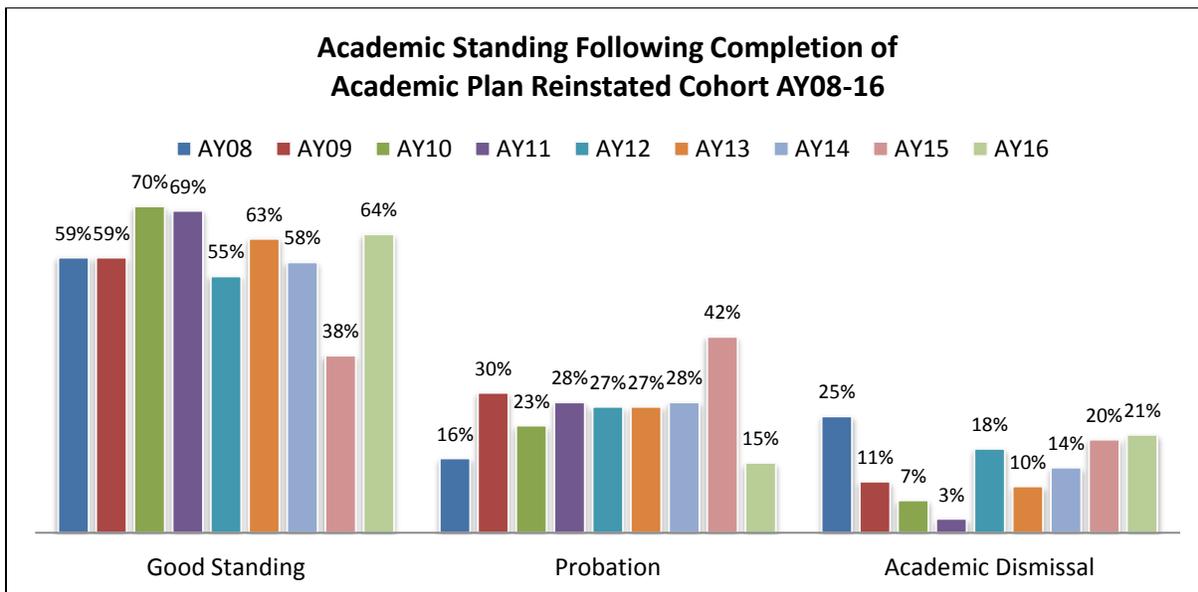
Reinstated Program

In AY16, 66 students were reinstated to the University following dismissal (6 fewer than the previous year); of these individuals, 30 students developed and completed their academic plan for a 45% completion rate, which shows a decrease of 9% from the previous year and 26% from two years ago.

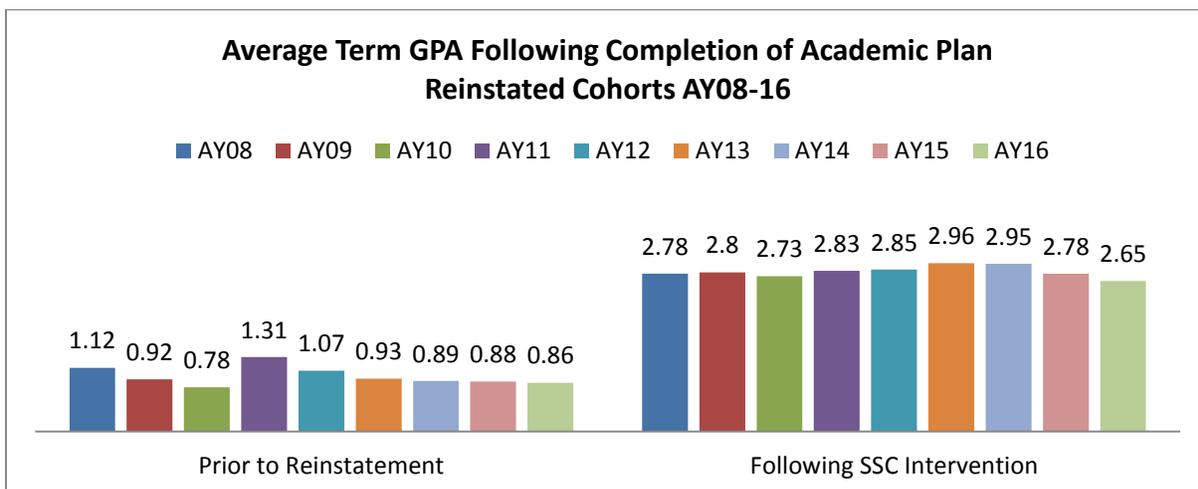
The following chart shows the academic standing of students re-admitted to the University for AY16, which was the tenth year for the reinstated program. Many students who are reinstated to the university have extremely low GPAs upon reinstatement which makes it difficult to regain good standing in one semester. The number of students who achieved good standing in one semester speaks to the strength and success of the program.



As illustrated above, students who complete the academic plan developed for them by the SSC can regain good standing, but it is very unlikely that students will gain academic good standing on their own. The chart below provides the academic standing for these students over the last eight academic years; only students who completed their prescribed academic plan are represented.



The chart that follows depicts the average gpa for students upon completion or non-completion of their academic plan following re-admission.



Reinstated students who complete their academic plan with the SSC had a 2.65 average gpa compared to non-completers who had a 0.61. The average for all reinstated students was 2.23 for AY16, but clearly the difference between the plan completers and non-completers shows that reinstated students can be successful with some assistance.

Office of Testing and Evaluation

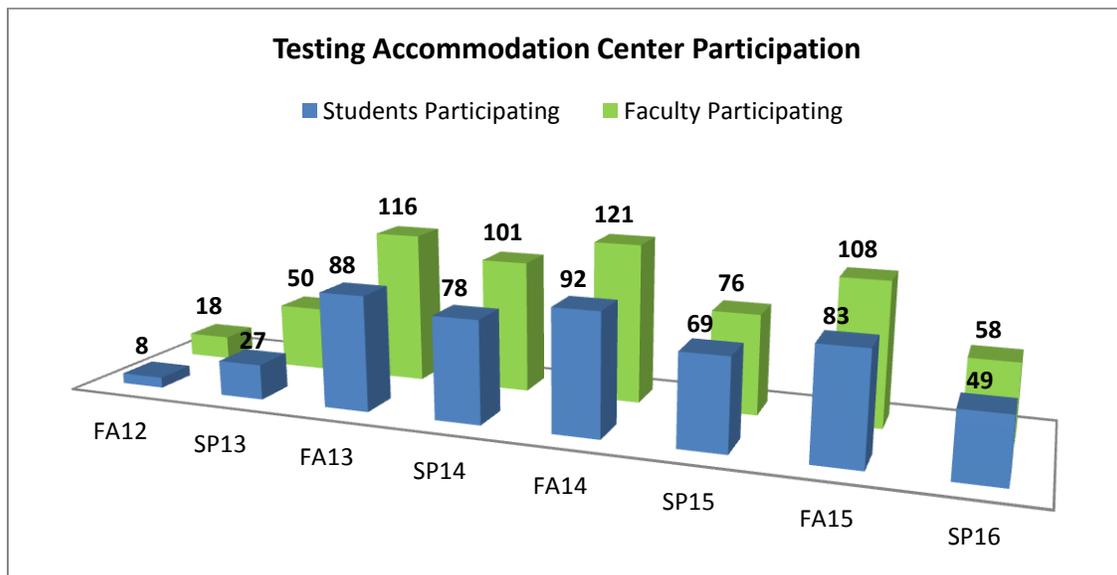
Mission: The Office of Testing & Evaluation supports the educational mission of the University by providing high quality testing, exam scoring, evaluation, and survey services for faculty, students, and staff. In addition, the Office of Testing & Evaluation provides testing services to the local community. Services for all constituents are provided in a professional, secure, and accessible environment that supports academic success.

OTE has established the following ongoing goals:

- Maintain a positive and productive environment for faculty, staff, and students
- Provide timely, accurate scanning of exams, evaluations, and surveys
- Run the Testing Accommodation Center
- Provide testing service to the University and community
- Engage in professional development activities
- Continue teacher certification testing for the state of Illinois

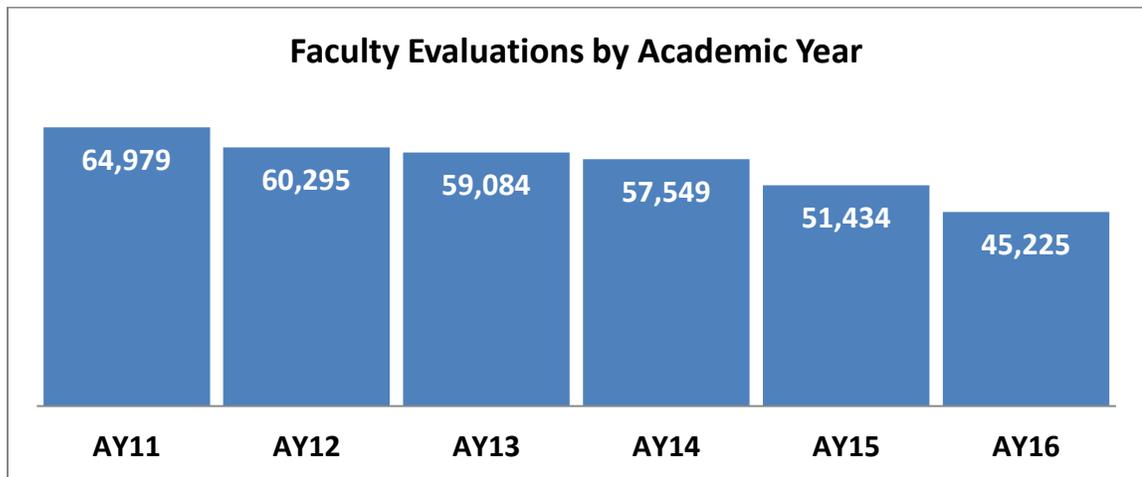
OTE has met these goals by providing the following services/activities:

- This year was the third full year of the Testing Accommodation Center. The Center provides accommodations for students who are registered with the Office of Student Disability Services and receive testing accommodations as part of their services. In Fall, 2015, 83 students (9 fewer than the previous fall) and 108 instructors (6 fewer than FA15) used the TAC; in Spring 2016, 49 students (20 fewer than previous spring) and 58 faculty members (18 fewer than SP15) utilized the TAC. Due to the civil service layoffs, the TAC was shut down for part of SP16; a temporary civil service employee was hired to complete the semester, but SP16 will be the last semester until OTE is able to replace employees who were laid off and/or retired. The chart below indicates usage by semester; FA12 and SP13 were the pilot semesters.



- The TAC administered 703 exams (a decrease of 198 from AY15), 221 of which were administered during fall/spring finals. The graph below shows totals by semester.
- OTE continues to provide ACT Special Testing exams to EIU students requiring testing accommodations. This exam is for students whose documented disabilities require accommodations that cannot be provided by a standard testing site (in this case Charleston or Mattoon). This exam is different than the ACT Residual we have always offered in that it is only available within a 3 week window of the National test date, has a writing component, and scores are NOT limited to only EIU. Three exams were administered this academic year in 9 administrations.
- OTE offered 18 TOEFL administrations (300 examinees). TOEFL administration at Eastern has been suspended for the foreseeable future given our personnel constraints.

- In November 2014, OTE became an authorized PearsonVue Test Site. We offer most of the subject matter exams for Teacher Certification majors, as well as the TAP and APT. We administered 112 exams this year to 95 students for PearsonVue, which is 13 fewer exams than the previous year.
- OTE administered 221 additional exams during this AY (the number in parentheses indicates a change from the previous year). They included: 162 Math Placement (-12); 20 ACT Residual (+7); 31 CLEP (+6); 8 DSST (NC).
- OTE provided proctoring services to 11 non-EIU students, administering a total of 27 exams.
- OTE continued to administer promotional exams for the City of Charleston Police Department (12 officers).
- Gateway, SIHL, and GST 1000 students utilized the Nelson Denny. A total of 240 sheets were scored.
- OTE created a total of 20 surveys: Surveys were created, scanned (where applicable), and results generated for various search committees, CEPS Reading Teacher Survey, MSED Exit Survey, SOB Exit Survey, Philosophy Dept. Review, Philosophy Dept. Student Assessment, Booth Patron Satisfaction Survey, Athletics, SIHL, and Special Ed.
- A total of 59,012 exam sheets were scanned, down 17,880 sheets or 30% from AY15.
- OTE processed 45,225 faculty evaluations (excludes Academic Advising), down 6,209 sheets from the previous year. The following chart shows the decline in the numbers processed; this decline is indicative of fewer faculty employed at Eastern.



- The following chart shows the number of evaluations processed as well as the response rate by type of administration. The response rate for online evaluations went from 47% in AY15 to 89% in AY16, so that is a positive increase. The scannable response rate remained the same as AY15. In addition to the course evaluations listed below, OTE also disseminates and reports on evaluations for the Academic Advising Center; those numbers are given in that section of the report.

All Evaluations	All SCANNABLE Evaluations	Online Course Evaluations
------------------------	----------------------------------	----------------------------------

Total # of administrations *	3,329	2,127	Total # of Sections	1,202
Actual Roster Counts	66,616	43,151	Actual Roster Counts	12,465
Total forms scanned		34,135	Total Replies	11,090
Response rate		79%	Response Rate	89%

*Includes single course evaluations as well as combined sections (ie. MUS, ART, BIO often combine small sections into one evaluation administration for one instructor).

- Watson Glaser assessments were distributed to Senior Seminar courses. Students in online courses were given a link to complete the assessment online at a cost of \$30.00. Detailed information is available in Appendix J.

Staff development activities include:

- The Director taught a section of EIU 1111 with a peer leader.
- The Director served on UFAC.
- The Director supervises the GA's from CASA and Housing that work with the Early Alert System.
- Carrie Gossett participated in 1 Class Climate webinar: "What's New in Class Climate 7.0".
- Carrie Gossett continues to work with CATS and ITS to further develop options for Class Climate Reporting.
- All staff members completed the University-mandated Ethics Training and Sexual Harassment and Discrimination Prevention trainings.

Although AY16 was a very challenging year with the uncertainty of the budget, furloughs, and layoffs, CASA's units and staff members strove for excellence in providing services to Eastern's students and faculty. As budget and staffing challenges appear to be continuing into AY17, each unit will focus on its central mission for the University.

List of Appendices

- Appendix A: FA15 Midterm Grades
- Appendix B: SP16 Midterm Grades
- Appendix C: SIHL Report
- Appendix D: Early Alert System Report
- Appendix E: Noel Levitz Retention Model Report
- Appendix F: SU15 EWP Report
- Appendix G: FA15 EWP Report
- Appendix H: SP16 EWP Report
- Appendix I: AY16 EWP Readings Executive Report
- Appendix J: Watson-Glaser Critical Thinking Appraisal Report AY16
- Appendix K: SU15 Freshman Responsible Citizenship Report
- Appendix L: AY16 Senior Responsible Citizenship Report
- Appendix M: Responsible Survey SU15 Freshman AY16 Seniors Comparison
- Appendix N: AY16 Speaking Report
- Appendix O: University Foundations Data
- Appendix P: University Foundations Evaluations
- Appendix Q: University Foundations Citizenship Report
- Appendix R: EIU 2919 Report

Appendix A: FA15 Midterm Grade Report

	Total FA15 UG Enrollment	FA15	Difference Previous Fall	FA14	Difference Previous Fall	FA13
# Emails Sent	7202	1733 (24%)	-93	1826	-424	2250
# Grades Given		2508	-118	2626	-833	3459

Note: percentages for this chart and the ones that follow are based on the number of students each semester receiving midterm grades for that cohort.

Number of Emails Sent by Student Level

	Total FA15 UG Enrollment	FA15	Difference Previous Fall	FA14	Difference Previous Fall	FA13
Freshmen	1673	705 (42%)	-45	750 (41%)	-150	900 (40%)
Sophomores	1295	459 (35%)	+1	458 (26%)	-82	550 (24%)
Juniors	1791	331 (18%)	-37	368 (20%)	-98	466 (21%)
Seniors	2385	229 (13%)	-7	236 (13%)	-85	321 (14%)
Graduates	1318	4 (<1%)	+2	2 (<1%)	-7	9 (<1%)
Post-Baccalaureates	58	6 (<1%)	+4	2 (<1%)	-2	4 (<1%)

Student Type (Native/Transfer) of Students Receiving Midterm Emails

	Total UG FA15 Enrollment	FA15	Difference Previous Fall	FA14	Difference Previous Fall	FA13
Native	NA	1224	-45	1269	-285	1554
Transfer	NA	501	-51	552	-128	680
Unknown		10	+5	5	-15	16

Number of Grades Submitted by Type

	FA15	Difference Previous Fall	FA14	Difference Previous Fall	FA13
D	1008 (40%)	-120	1128 (43%)	-420	1548 (45%)
F	1174 (47%)	+149	1025 (39%)	-427	1452 (42%)
NC	171 (7%)	-99	270 (10%)	+26	244 (7%)
NF	46 (2%)	-22	68 (3%)	NC	68 (2%)
RD	10 (<1%)	+5	5 (<1%)	-12	17 (<1%)
RF	9 (<1%)	-12	21 (<1%)	+1	20 (1%)
XD	41(2%)	+10	31 (1%)	-5	36 (1%)
XF	49 (2%)	-22	71 (3%)	-1	72 (2%)
XNC	0	-6	6 (<1%)	+4	2 (<1%)

Gender of Students Receiving Midterm Emails

	Total FA15 UG Enrollment	FA15	Difference Previous Fall	FA14	Difference Previous Fall	FA13
Female	3711	924 (25%)	-30	954	-197	1151
Male	2544	810 (32%)	-62	872	-227	1099

Ethnicity of Students Receiving Midterm Emails

	Total FA15 UG Enrollment	FA15	Difference Previous Fall	FA14	Difference Previous Fall	FA13
American Indian/Alaskan Native	16	9 (<1%)	-2	11 (<1%)	-1	12 (1%)
Asian/Pacific Islander	77	15 (<1%)	-5	20 (1%)	-8	28 (1%)
Black, Non-Hispanic	1353	588 (34%)	nc	588 (32%)	-131	719 (32%)
Hispanic	441	125 (7%)	-15	140 (8%)	-3	143 (6%)
White, Non-Hispanic	4871	870 (50%)	-75	945 (52%)	-272	1217 (54%)
Unknown/Multi/International	444	75 (4%)	-47	122 (7%)	-9	131 (6%)

Number of Grades Received by Students

	FA15	Difference Previous Fall	FA14	Difference Previous Fall	FA13
1 Grade	1188 (69%)	-64	1252 (69%)	-153	1405 (62%)
2 Grades	369 (21%)	-29	398 (22%)	-159	557 (25%)
3 Grades	132 (8%)	-1	133 (7%)	-89	222 (10%)
4 Grades	39 (2%)	-1	38 (2%)	-21	59 (3%)
5 Grades	6 (<1%)	+2	4 (<1%)	-5	9 (<1%)
6 Grades	0	-1	1 (<1%)	+1	0
7 grades	0	nc	0		0

FA15 Grades Submitted by Department & Level

Department	1000 Level	2000 Level	3000 Level	4000 Level
ACE			1	
AET	23	3	5	3
AFR	6	8		
ANT		39	11	
ART	4	71	1	
BGS				3
BIO	80	87		4
BUS	104	90	7	
CDS		15		
CHM	60	34		
CMN	30	39	4	4
CTE			3	
ECN		40		
EDF		14		
EDP			1	
EDU		2		
EIU	58	20		7
ELE	1	10	4	
ENG	141	2	18	
ENT			9	
ESC	104	6	1	
FCS	24	42	8	12
FIN			1	
FLF, FLG, FLS, FLX	40	21		
GEG	38			
GEL	8		4	
HIS	9	17	3	
HST		11	2	
JOU		11		
KSS	30	24	18	12
MAR			1	
MAT	360	118	16	1
MSC	4			
MUS	13	120		
OPD				1
PHI	5	6		
PHY	39	1	2	
PLS	55		3	
PSY	29	22	14	
SED		2		
SOC		125		
SPE		18		2
THA	4	27	6	
WST		2		
TOTALS	1269	1047	143	49
Difference from Previous Fall	-218 1487	+117 930	-5 148	-11 60

Appendix B: Midterm Grade Report Spring 2016

Total SP16 Undergrad Enrollment		SP16	Difference Previous Spring	SP15	Difference Previous Spring	SP14
6943	# Emails Sent	1,517 (19%)	+100	1,417 (20%)	-358	1,775
	# Grades Given	2,398	+378	2,020	-542	2,562

Note: percentages for this chart and the one that follows shows percentage of the total class or level that received midterm grades.

Number of Emails Sent by Student Level

	SP16 Total UG Enrollment	SP16	Difference Previous Spring	SP15	Difference Previous Spring	SP14
Freshmen	1,084	363 (33%)	-76	439 (39%)	-112	551 (31%)
Sophomores	1,143	413 (36%)	+28	385 (30%)	-1	386 (22%)
Juniors	1,655	367 (22%)	+28	339 (19%)	-127	466 (26%)
Seniors	2,562	370 (14%)	+122	248 (9%)	-118	366 (21%)
Graduates	1,367	3 (<1%)	-1	4 (<1%)	+2	2 (<1%)
Post-Baccalaureates	49	1 (<1%)	-1	2 (4%)	-2	4 (<1%)

Student Type (Native/Transfer) of Students Receiving Midterm Emails

	Total SP16 UG Enrollment	SP16	Difference Previous Spring	SP15	Difference Previous Spring	SP14
Native	Not available	1,069	+40	973 (23%)	-244	1217
Transfer	Not available	443	-50	436 (16%)	-113	549
Not Designated		5	-5	8 (73%)	0	8

Number of Grades Submitted by Type

	SP16	Difference Previous Spring	SP15	Difference Previous Spring	SP14
D	967	+60	907 (45%)	-167	1074 (42%)
F	1052	+205	847 (42%)	-221	1068 (42%)
NC	149	+27	122 (6%)	-80	202 (8%)
NF	53	-4	57 (3%)	-9	66 (3%)
RD	49	+24	25 (1%)	-11	36 (1%)
RF	52	+16	36 (2%)	-19	55(2%)
XD	23	+7	16 (1%)	-5	21(<1%)
XF	47	+37	10 (<1%)	-26	36 (1%)
XNC	6	+6	0	-4	4 (<1%)

Gender of Students Receiving Midterm Emails

	Total UG SP16 Enrollment	SP16	Difference Previous Spring	SP15	Difference Previous Spring	SP14
Female	3,304	774 (23%)	+55	719 (17%)	-214	933
Male	2,218	743 (33%)	+45	698 (25%)	-144	842

Ethnicity of Students Receiving Midterm Emails

	Total UG SP16 Enrollment	SP16	Difference Previous Spring	SP15	Difference Previous Spring	SP14
American Indian/ Alaskan Native	18	7 (39%)	-6	13	+3	10
Asian/Pacific Islander	89	18 (20%)	+3	15	-10	25
Black, Non-Hispanic	1,244	522 (42%)	+52	470	-118	588
Hispanic	444	116 (26%)	+20	96	-12	108
White, Non-Hispanic	5,376	740 (14%)	+29	711	-237	948
International/ Multiple/Unknown	705	114 (16%)	+2	112	+16	96

Number of Grades Received by Students

	SP16	Difference Previous Spring	SP15	Difference Previous Spring	SP13
1 Grade	934	-42	976 (69%)	-247	1223
2 Grades	361	+62	299 (21%)	-84	383
3 Grades	163	+53	110 (8%)	-6	116
4 Grades	45	-18	27 (2%)	-14	41
5 Grades	11	+10	1 (<1%)	-11	12
6 Grades	3	+2	1 (<1%)	+1	0

SP16 Grades Submitted by Department & Level

Department	1000 Level	2000 Level	3000 Level	4000 Level
ACC				10
AET	6	4	3	4
ANT		49		
ART	3	36	2	
BIO	104	69	5	
BUS	84	99	4	
CDS		24		
CHM	44	37		1
CMN	47	55		
CTE			8	
ECN		53		
EDF		10		
EDU		1		
EIU		116		17
ELE		11	2	
ENG	101	5		1
ESC	63	5		
FCS	18	53	12	17
FLF, FLG, FLS, FLX	61	9	4	
GEG	35			
GEL	4	1	1	
HIC		1		
HIS	37	28		
HST	1	30	8	1
JOU		11	2	
KSS	30	23	5	7
MAR			6	1
MAT	253	133	13	5
MSC	2	1		
MUS	5	75	10	
OPD				5
OSC				3
PHI	32	27		
PHY	43			
PLS	32	5		
PSY	61	14	21	
RLS	3			
SED		6		
SOC	81	45		
THA		29	1	
WST		3		
TOTALS	1150	1068	107	72
Total difference from previous spring	+284 866	+103 965	-24 131	+14 58

Appendix C: Summer Institute for Higher Learning Report AY16

The Summer Institute of Higher Learning (SIHL) has been a by-invitation program for students who do not meet the combined minimum high school gpa and ACT composite score requirement for regular admission to EIU. AY 16 is the last year that the program will be by-invitation only. Beginning SU 16 any admitted EIU fall freshman is eligible to attend the SIHL with the intent of getting a head start on their college career. This report reflects the previous requirements of the program.

Students who successfully meet the requirements of the SIHL are admitted to the university for the upcoming fall term with the requirement of meeting with a Student Success Center (SSC) staff member semi-monthly during their first academic year. During these meetings students are assessed in the area of study skills, note-taking, time-management, test-taking, motivation, goal-setting, self-responsibility, and campus involvement. Needs are determined through diagnostic measures, such as the Study Behavior Inventory, The Noel-Levitz College Student Inventory and an interview with their assigned SSC advisor. Individual academic plans offer the opportunity to diagnose the student’s academic issues and prescribe academic and behavioral interventions that meet the needs for the individual student. These interventions include: GPA calculation, informal counseling, referral to Career Services, Counseling Center, Financial Aid, The Writing Center, Minority Affairs, and Disability Services. Failure to complete the plan resulted in either a hold being placed on the student’s record, or removal from the Summer Institute and thus the university if they are not adhering to the plan by the midterm of both the fall or spring semesters.

This program has been very successful during the summer when the students have constant and consistent support and mentoring by SIHL staff and faculty, however during the fall and spring semesters when students aren’t held as accountable, academic success has decreased despite accountability standard imposed during AY16. Increased accountability standards include weekly study table requirement (4), GPA (2.0) and hours earned (12) requirement per semester. 34 students completed the summer and fall semesters of SIHL. 27 students returned for the spring 2016 semester.

The following chart shows retained and academic standing information following the spring 2016 term for all SIHL cohorts.

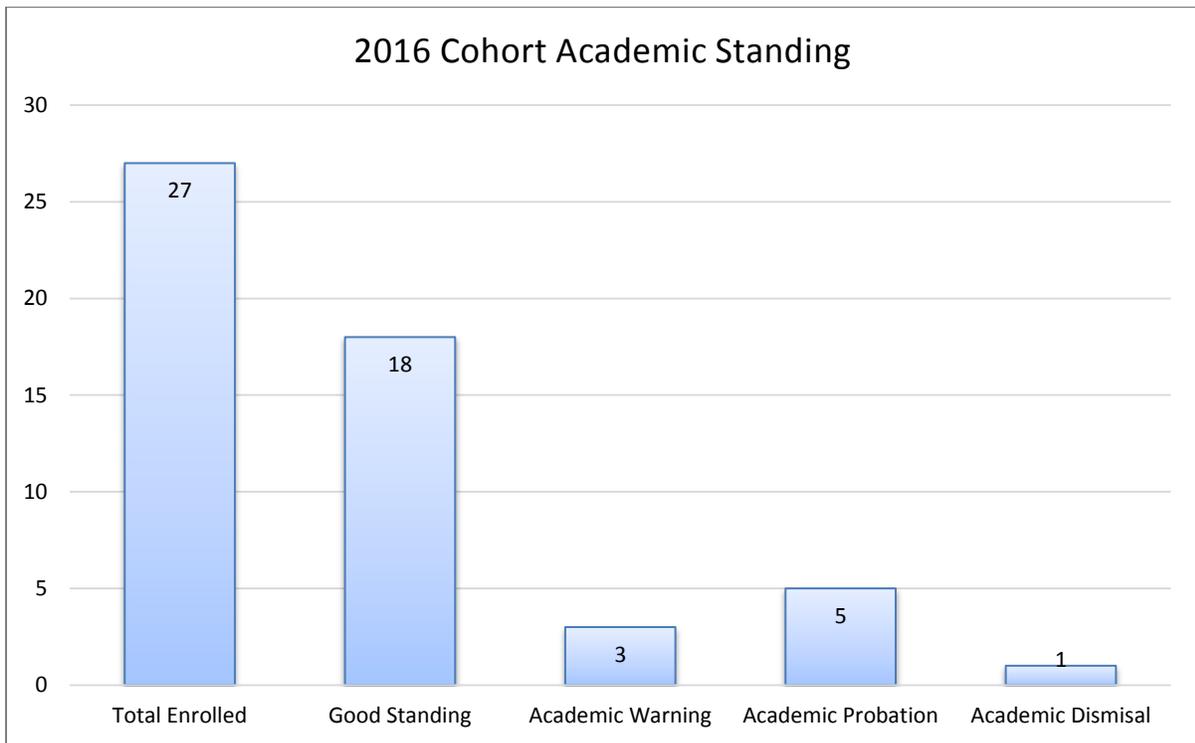
	Completed Summer	Began Fall Freshman Year	# Enrolled Spring 15	#NR – Not Retained	%N R	#G S	%G S	#NG S	%NGS	#A D	%A D
2012	53	45	27	26	49%	24	89%	3	8%	1	3.7%
2013	60	57	24	36	60%	22	92%	2	8%	1	4%
2014	47	44	23	24	51%	20	87%	3	13%	2	8%
2015	34	31	27	7	20%	18	58%	9	29%	1	3%

GS – Good Standing; NGS – Not Good Standing; AD – Academically Dismissed; NR – Not Retained; %GS/NGS/AD (based on those enrolled sp16). *5 Students in the 2012 cohort graduated sp2016.

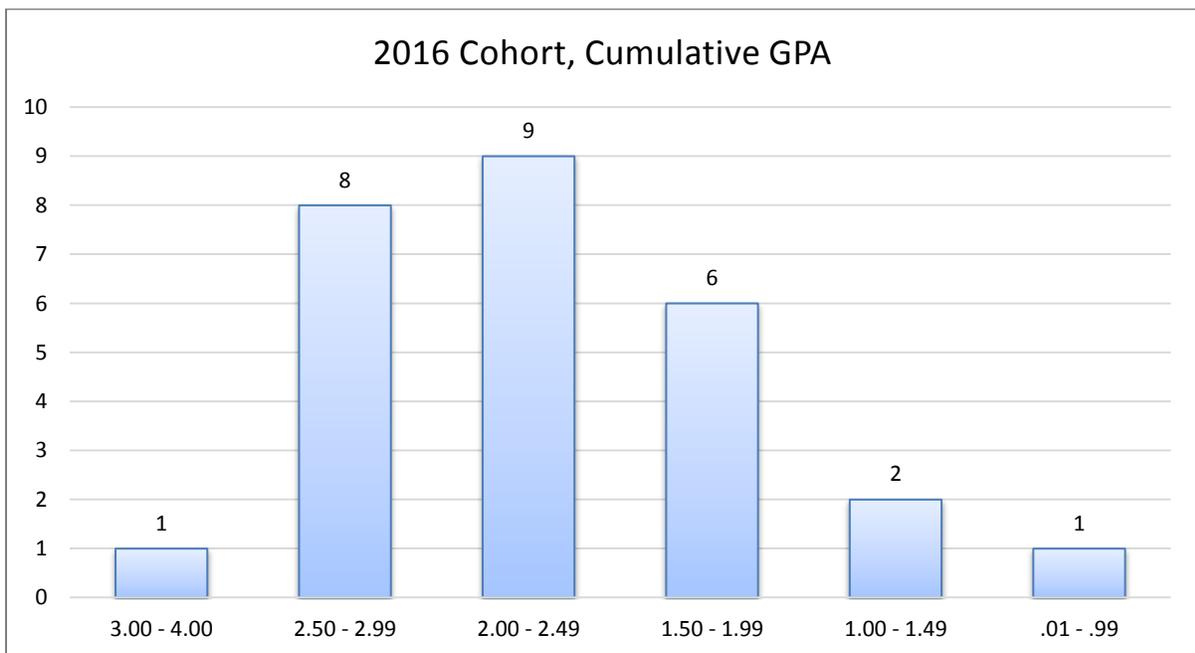
The following chart represents the 2016 cohort's academic standing at the completion of AY16.

N=27

(7 students did not return SP16)



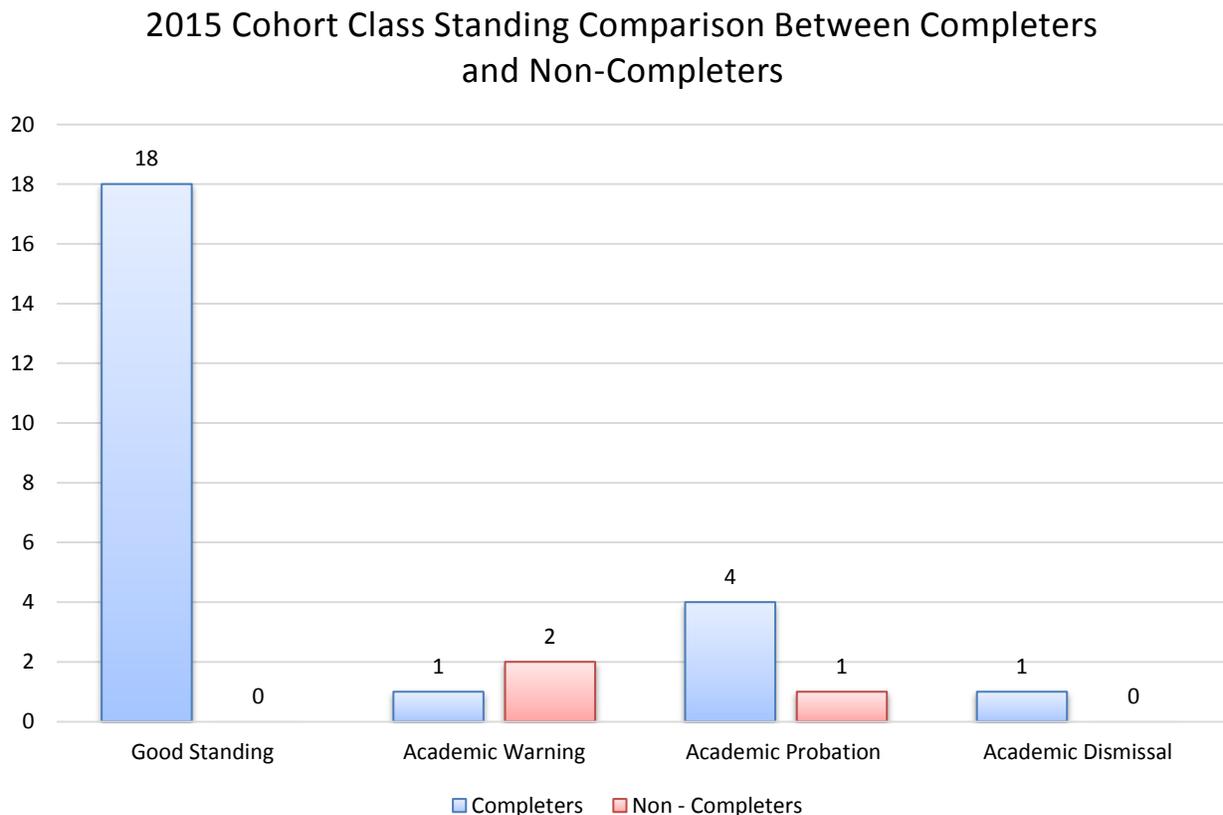
The following chart represents the 2016 cohort's cumulative gpa at the completion of AY16.



Completers and Non-Completers

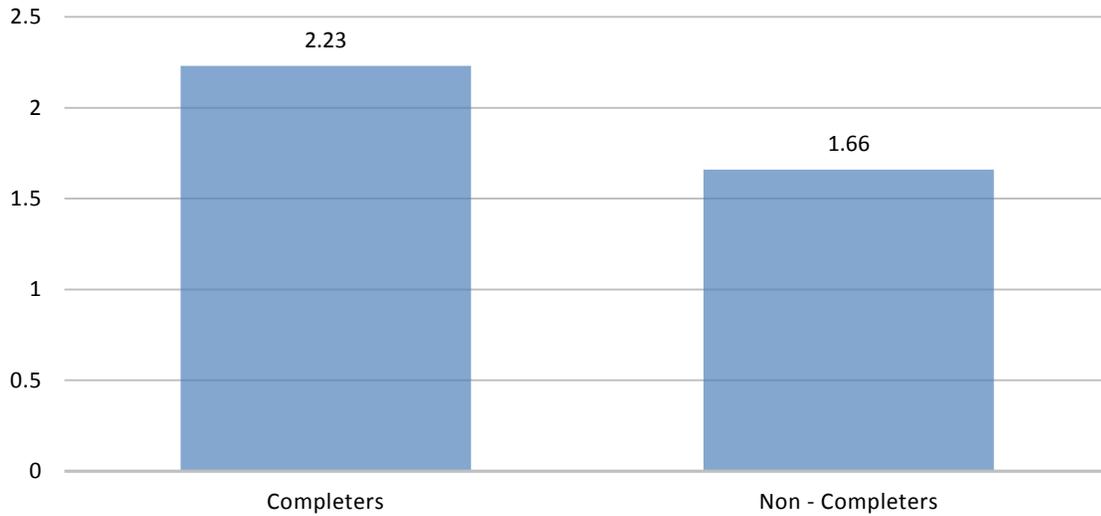
All of the students of the 2015 cohort were identified individually as either completers or non-completers. Completers are students who regularly attended meetings, followed their academic plan and were open to academic suggestion. Non-completers did not schedule meetings with their assigned advisor, failed to attend scheduled meetings, and/or did not follow their academic plan. Of the 27 students enrolled during the spring 2016 semester, 24 were identified as completers while 3 were identified as non-completers. This is much higher than in past years when it was almost 50% non-completers. Completers are much more likely to be in good academic standing, have higher cumulative gpa's and more completed hours.

The following chart represents academic standing between completers and non-completers following spring 2016.



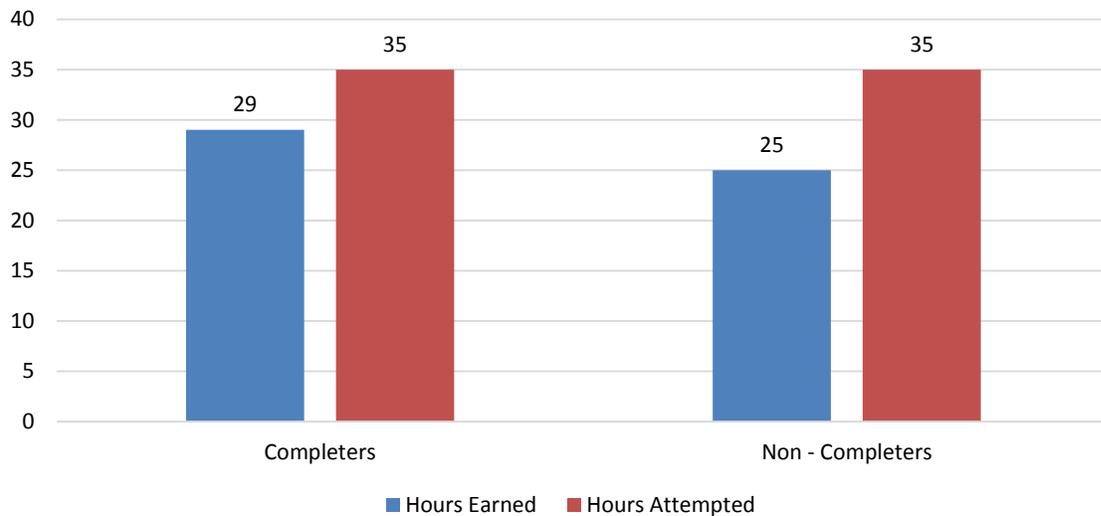
The following chat represents a comparison between completers and non-completers cumulative GPA's following spring 2016.

Average Cumulative GPA Comparison Between Completers and Non - Completers



The following chart represents a comparison between completers and non-completers hours earned and hours attempted following spring 2016.

Hours Earned and Attempted; Comparison Between Completers and Non - Completers, AY16



Appendix D: Early Alert Report AY16

Total Number of Alerts						
	FA15		FA14		FA13	
attendance only	126	17.24%	245	20.52%	175	22.91%
assignment only	85	11.63%	525	43.97%	266	34.82%
Other/Comment only	8	1.09%	0	0.00%	6	0.79%
attendance and assignment	23	3.15%	424	35.51%	317	41.49%
attendance, assignment, and performance	72	9.85%				
attendance and performance	134	18.33%				
assignment and performance	34	4.65%				
performance	249	34.06%				
Total	731	100%	1194	100.00%	764	100.00%

Total Number of Alerts						
	SP16		SP15		SP14	
attendance only (YNN)	117	21.95%	186	25.44%	150	21.49%
assignment only (NYN)	58	10.88%	107	14.64%	277	39.68%
comment only (NNN)	13	2.43%	2	0.27%	2	0.29%
attendance and assignment (YYN)	29	5.44%	40	5.47%	269	38.54%
attendance, assignment, and performance (YYY)	54	10.13%	73	9.99%		
attendance and performance (NYY)	31	5.81%	125	17.10%		
assignment and performance (YNY)	137	25.70%	75	10.26%		
performance (NNY)	94	17.63%	123	16.83%		
Total	533	100%	731	100.00%	698	100.00%

Number of Students Who Received Alerts						
	FA15		FA14		FA13	
Received 1 Alert	334	45.29%	475	64.80%	390	73.17%
Received 2 Alerts	125	34.38%	146	19.92%	96	18.01%
Received 3 Alerts	30	12.28%	67	9.14%	26	4.88%
Received 4 Alerts	5	2.18%	21	2.86%	13	2.44%
Received 5 Alerts	3	2.05%	14	1.91%	3	0.56%
Received 6 or more Alerts	3	3.82%	10	1.36%	5	0.94%
Total	500	100%	733	100.00%	533	100.00%

	FA15	FA14	FA13
# Faculty Who Submitted	109	153	106

	SP16	SP15	SP14
# Faculty Who Submitted	81	103	96

Number of Students Who Received Alerts						
	SP16		SP15		SP14	
Received 1 Alert	253	69.23%	373	72.99%	347	71.11%
Received 2 Alerts	76	20.82%	92	18.00%	99	20.29%
Received 3 Alerts	24	6.58%	24	4.70%	30	6.15%
Received 4 Alerts	9	2.47%	13	2.54%	8	1.65%
Received 5 Alerts	1	.27%	5	0.98%	1	0.20%
Received 6 Alerts	0		3	0.59%	0	0.00%
Received 7 Alerts	1	.27%	1	0.20%	1	0.20%
Received 8 Alerts	1	.27%	0	0.00%	1	0.20%
Received 10+ Alerts	0		0	0.00%	1	0.20%
Total	365	100%	511	100.00%	488	100.00%

Final Grades							
	FA15		FA14		Difference (FA15-14)	FA13	
Final Grade	# Grades	% Grades	# Grades	% Grades	# Grades	# Grades	% of Grades
A/RA	9	1.50%	31	3.37%	-22	15	2.42%
B/RB	70	11.67%	114	12.40%	-44	48	7.74%
C/RC	127	21.17%	201	21.87%	-74	120	19.35%
D/RD	56	9.33%	100	10.88%	-44	81	13.06%
F/RF	117	19.50%	130	14.15%	-13	108	17.42%
I	1	0.17%	4	0.44%	-3		0.00%
NC/NNC	29	4.83%	55	5.98%	-26	47	7.58%
NF	33	5.50%	57	6.20%	-24	33	5.32%
Withdrawals	140	23.33%	174	18.93%	-34	138	22.26%
X/XC	1	0.17%	2	0.22%	-1	1	0.16%
XF or XNC		0.00%	5	0.54%	-5	3	0.48%
Drops	17	2.83%	45	4.90%	-28	26	4.19%
CR		0.00%	1	0.11%			0.00%
Total	600	100.00%	919	100.00%	-318	620	

Final Grades							
	SP16		SP15		Difference	SP14	
Final Grade	# Grades	% Grades	# Grades	% of Grades	# Grades	# of Grades	% Grades
A/RA	12	2.73%	13	2.15%	-1	26	4.64%
B/RB	41	9.36%	70	11.59%	-29	68	12.14%
C/RC	76	17.35%	126	20.86%	-50	120	21.43%
D/RD	34	7.76%	73	12.09%	-39	57	10.18%
F/RF	80	18.26%	108	17.88%	-28	99	17.68%
I	3	.68%	3	.50%		1	0.18%
NC/NNC/RNC	28	6.39%	19	3.15%	+9	25	4.46%
NF/XNF	43	9.81%	48	7.95%	-5	38	6.79%
Withdrawals	103	23.51%	131	21.69%	-28	99	17.68%
X/XC	1	.22%	1	.17%		7	1.25%
XF or XNC	2	.45%	0		+2	2	0.36%
Drops	13	2.96%	12	1.99%	+1	11	1.96%
CR	2	.45%	0		+2		
No Grades	0					7	1.25%
Total	438	100%	604	100.00%		560	100.00%

Appendix E: AY16 Retention Model Comparison of FA14-FA16 Cohorts

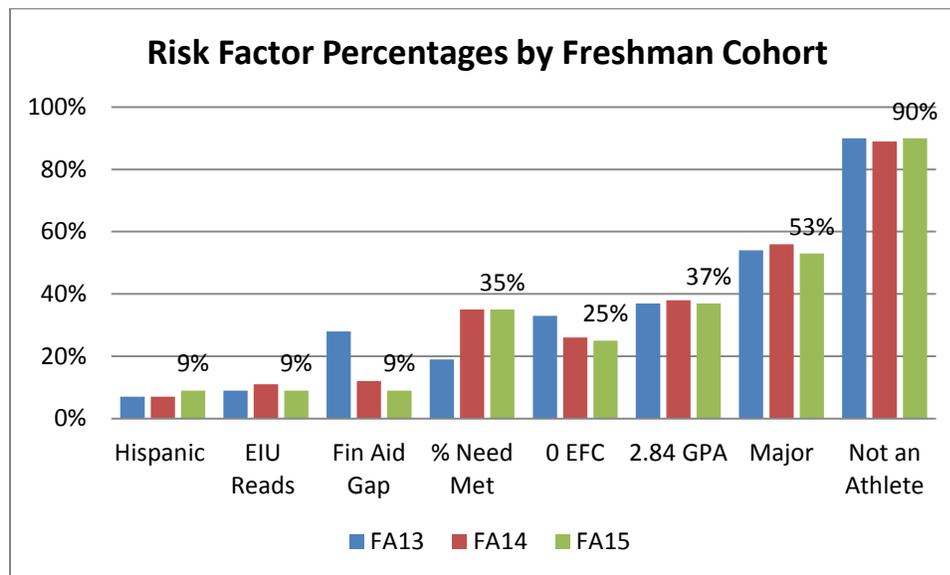
FA13 Freshmen Retention						
Variable	# FA13 Freshmen Total	% Freshman Class	# Retained	# Not Retained	% of Those Not Retained	% of Original Cohort Retained to FA14
Hispanic Ethnic Flag	93	7%	60	33	10%	64.52%
EIU Reads Attendance	125	9%	77	48	15%	61.60%
Financial Aid Gap	377	28%	253	124	38%	67.11%
Percent of Need Met	255	19%	171	84	26%	67.06%
Expected Family Contribution of Zero	436	33%	296	140	43%	67.89%
HS GPA Below 2.84	496	37%	308	188	57%	62.10%
At-Risk Dept. or Undeclared	719	54%	513	206	63%	71.35%
Not an Athlete	1191	90%	896	295	90%	75.23%
Total	1325		997	328		75.25%

FA14 Freshmen Retention						
Variable	# FA14 Freshmen Total	% Freshman Class	# Retained	# Not Retained	% of Those Not Retained	% of Original Cohort Retained to FA15
Hispanic Ethnic Flag	79	7%	52	27	10%	65.82%
EIU Reads Attendance	123	11%	76	47	17%	61.79%
Financial Aid Gap	141	12%	110	31	11%	78.01%
Percent of Need Met	392	35%	298	94	34%	76.02%
Expected Family Contribution of Zero	296	26%	200	96	35%	67.57%
HS GPA Below 2.84	432	38%	283	149	54%	65.51%
At-Risk Dept. or Undeclared	637	56%	456	181	65%	71.59%
Not an Athlete	1005	89%	757	248	89%	75.32%
Total	1129		851	278		75.38%

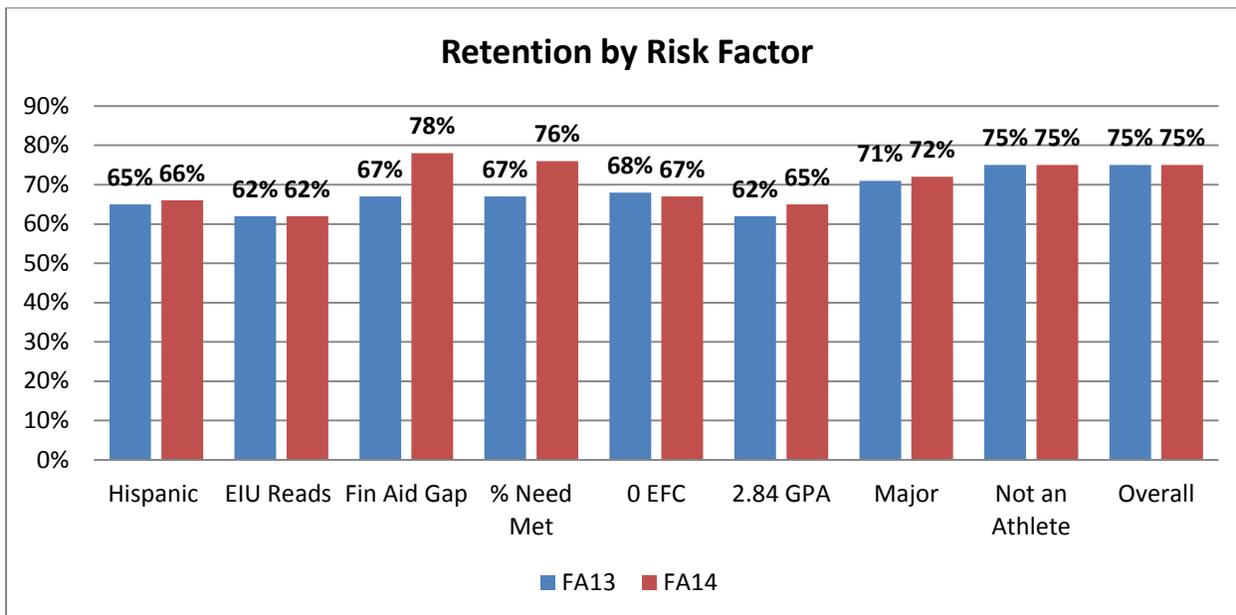
The biggest differences from the FA13 and FA14 classes were in the financial aid gap and percentage of need met, both of which increased in FA14.

FA15 Freshmen Risk Factors & Retention to SP16						
Variable	# FA15 Freshmen Total	% Freshman Class	# Retained to SP16	# Not Retained to Spring	% of Those Not Retained	% of Original Cohort Retained to SP16
Hispanic Ethnic Flag	97	9%	89	8	6%	91.75%
EIU Reads Attendance	97	9%	79	18	13%	81.44%
Financial Aid Gap	105	9%	88	17	12%	83.81%
Percent of Need Met	387	35%	347	40	29%	89.66%
Expected Family Contribution of Zero	277	25%	238	39	28%	85.92%
HS GPA Below 2.84	412	37%	354	58	42%	85.92%
At-Risk Dept. or Undeclared	592	53%	512	80	58%	86.49%
Not an Athlete	1002	90%	868	134	98%	86.63%
Total	1111		974	137		87.67%

The chart below compares the percentage of each freshman class from the last three years with the risk factors identified for attrition. The financial aid gap has declined since FA13 as has the percentage of students with a zero EFC. The percentage of need met grew in AY14 and AY15 from Ay13. The percentages for the other factors remained relatively steady.



The chart below shows retention from freshman to sophomore year by attrition risk factor for the FA13 and FA14 cohorts. Data for FA15 will be available after 10th day in FA16.



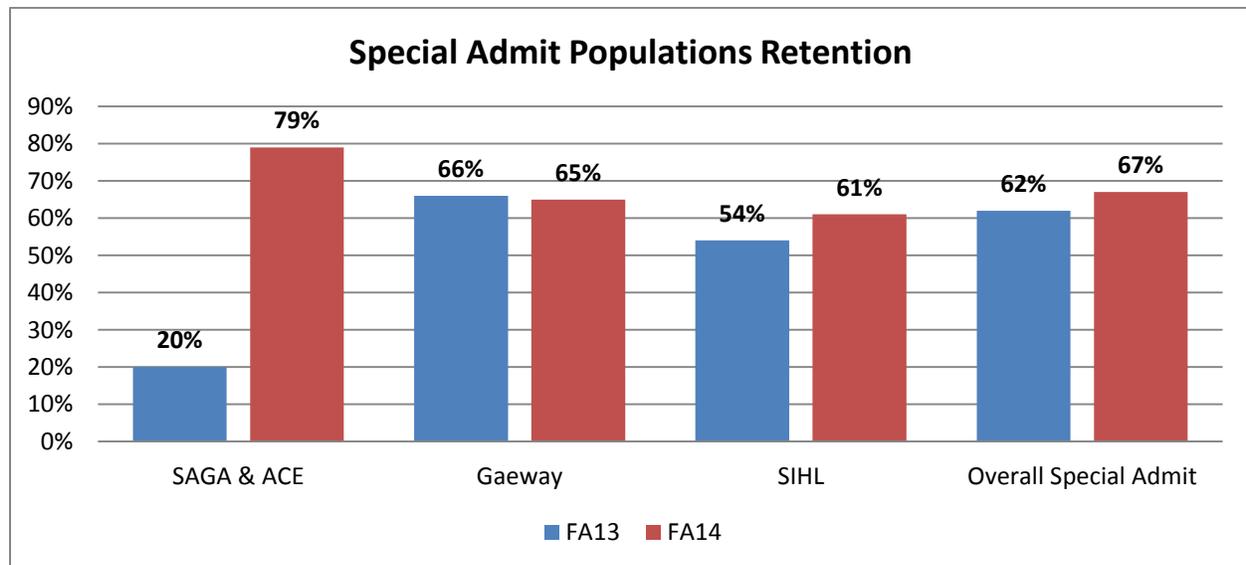
In FA13 special admission populations were 17% of the class whereas they made up 21.97% of the FA14 class and 22.95% of the FA15 class, so their strength in the class is growing, and does have a significant impact on our overall retention. A few years ago when our retention rate was 80% for several years in a row, the special admission students made up 10-12% of the freshman class. The charts below outline the numbers of students by the special admission program and their retention status to date.

FA13 Retention of Special Admit Populations						
Population	# FA13 Freshmen	% Freshman Class	# Retained	# Not Retained	% of Those Not Retained	% of Original Cohort Retained to FA14
SAGA or ACE	5	<1%	1	4	1.22%	20.00%
Gateway	163	12%	108	55	16.77%	66.26%
SIHL	61	5%	33	28	8.54%	54.10%
Total	229	17%	142	87	26.52%	62.01%

FA14 Retention of Special Admit Populations						
Population	# FA14 Freshmen	% Freshman Class	# Retained	# Not Retained	% of Those Not Retained	% of Original Cohort Retained to FA15
SAGA or ACE	39	3.45%	39	0	0.00%	79.49%
Gateway	165	14.61%	143	22	17.05%	64.85%
SIHL	44	3.90%	34	10	7.75%	61.36%
Total	248	21.97%	216	32	24.81%	66.53%

FA15 Retention of Special Admit Populations						
Population	# FA15 Freshmen	% Freshman Class	# Retained to SP16	# Not Retained	% of Those Not Retained	% of Original Cohort Retained to SP16
SAGA or ACE	44	3.96%	34	10	7.3%	77.27%
Gateway	177	15.93%	144	33	24.09%	81.36%
SIHL	34	3.06%	27	7	5.11%	79.41%
Total	255	22.95%	205	50	36.5%	80.39%

The chart below shows the retention percentages by special admit population and then the overall retention rate for these populations. The increase in the SAGA and ACE percentage is due to the increase in the number of students in that population; in FA13, there were only 5 students in that category and 4 were not retained.



Appendix F: Summer 2015 EWP Submission Report

Total Submissions SU15: 251 (decrease of 35 from SU14)

The following table lists the ratings in this category and the number of submissions that received that rating. The percentage in parentheses after the number of submissions indicates the percentage of total submissions that received this score.

Rating	Number of Submissions
1	2 (<1%)
1.5	1 (<1%)
2	3 (<1%)
2.5	17 (6%)
3	70 (28%)
3.5	100 (40%)
4	58 (23%)

The following table provides a breakdown of submissions by rating and student characteristics. Percentages are taken from the total number of submissions, which is 251.

Student Characteristic	1	1.5	2	2.5	3	3.5	4
Female	1 (<1%)	1 (<1%)		9 (4%)	43 (17%)	48 (19%)	35 (14%)
Male	1 (<1%)		3 (1%)	8 (3%)	27 (11%)	52 (21%)	23 (9%)
Native			2 (<1%)	6 (2%)	22 (8%)	33 (13%)	13 (5%)
Transfer	2 (<1%)	1 (<1%)	1 (<1%)	11 (4%)	48 (19%)	67 (27%)	44 (18%)
Unknown							1 (<1%)
American Indian/Alaskan Native					1 (<1%)	1 (<1%)	1 (<1%)
Asian/Pacific Islander					1 (<1%)	4 (2%)	1 (<1%)
Black Non-Hispanic	1 (<1%)		2 (1%)	6 (2%)	9 (4%)	7 (3%)	2 (1%)
Hispanic				2 (1%)	2 (1%)	4 (2%)	1 (<1%)
Unknown/Not Reported			1 (<1%)	1 (<1%)	3 (1%)	7 (3%)	2 (<1%)
White Non-Hispanic	1 (<1%)	1 (<1%)		8 (3%)	54 (22%)	77 (31%)	51 (20%)
Freshman					3 (1%)	7 (3%)	2 (1%)
Sophomore				1 (<1%)		5 (2%)	6 (2%)
Junior	1 (<1%)		2 (1%)	3 (1%)	12 (5%)	13 (5%)	10 (4%)
Senior	1 (<1%)	1 (<1%)	1 (<1%)	13 (5%)	55 (22%)	75 (30%)	40 (16%)
TOTAL	2 (1%)	1 (<1%)	3 (1%)	17 (7%)	70 (28%)	100 (40%)	58 (23%)

Total Number of Students: 229 (209 students, 91%, submitted one document; 18 students, 8%, submitted two documents; 2 students, <1%, submitted three documents)

The following information offers a breakdown of student demographics for all students who submitted summer 2015.

Student Type

Native: 69 (30%)
 Transfer: 159 (70%)
 Unknown/Not Reported: 1 (<1%)

The following table shows the number of submissions by student type.

Student Type	3 Submissions	2 Submissions	1 Submission	Total
Native	1 (<1%)	5 (2%)	63 (28%)	69 (30%)
Transfer	1 (<1%)	13 (6%)	145 (63%)	159 (70%)
Unknown/Not Reported			1 (<1%)	1 (<1%)
Totals	2 (1%)	18 (8%)	209 (91%)	229

Gender

Females: 124 (54%)
 Males: 105 (46%)

The following table indicates the number of submissions by gender

Gender	3 Submissions	2 Submissions	1 Submission	Total
Female	1 (<1%)	11 (5%)	112 (49%)	124 (%)
Male	1 (<1%)	7 (3%)	97 (42%)	105 (%)
Totals	2 (1%)	18 (8%)	209 (91%)	229

Ethnicity

American Indian/Alaskan Native: 2 (1%)
 Asian/Pacific Islander: 5 (2%)
 Black Non-Hispanic: 25 (11%)
 Hispanic: 9 (4%)
 Not Reported : 13 (6%)
 Not reported: 175 (76%)

The following table indicates the number of submissions by ethnicity.

Ethnicity	3 Submissions	2 Submissions	1 Submission	Total
American Indian/Alaskan Native		1 (<1%)	1 (<1%)	2 (1%)
Asian/Pacific Islander		1 (<1%)	4 (2%)	5 (2%)
Black Non-Hispanic		2 (1%)	23 (10%)	25 (11%)
Hispanic			9 (4%)	9 (4%)
Unknown/Not Reported		1 (<1%)	12 (5%)	13 (6%)
White Non-Hispanic	2 (1%)	13 (6%)	160 (70%)	175 (76%)
Totals	2 (1%)	18 (8%)	209 (91%)	229

Hours Completed

- 0-29: 12 (5%)
- 30-59: 9 (4%)
- 60-89: 37 (16%)
- 90+: 171 (75%)

The following table shows the number of submissions by hours completed at time of submission; this includes transfer credit hours.

Hours Completed	3 Submissions	2 Submissions	1 Submission	Total
0-29 hours			12 (5%)	12 (5%)
30-59 hours		3 (1%)	6 (3%)	9 (4%)
60-89 hours	1 (<1%)	2 (1%)	34 (15%)	37 (16%)
90+ hours	1 (<1%)	13 (6%)	157 (68%)	171 (75%)
Totals	2 (1%)	18 (8%)	209 (91%)	229

Course levels for which the submissions were written are given in the table that follows.

Course Level	Total Number of Courses	Number of Submissions	WI/WC Courses	WI/WC Submissions
1000 Level General Education	2	13	2	13
1000 Level Major				
Total 1000 Level			2	13
2000 Level General Education	3	10	2	9
2000 Level Major	9	30	2	17
Total 2000 Level	12	40	4	26
3000 Level General Education	5	9	3	7
3000 Level Major	24	59	8	18
Total 3000 Level	29	68	11	25
4000 Level General Education	11	84	11	84
4000 Level Major	28	46	5	13
Total 4000 Level	39	130	16	97
TOTALS	82	251	33	161

Note: 33% (83) of the summer submissions came from senior seminars.

The following table indicates the average ratings by major and college.

Major	Average Rating	Number of Submissions	Increase/Decrease Previous Summer	Previous Summer Average
All Submissions	3.36	251	-4	3.40
College of Arts & Humanities	3.29	37	-21	3.50
Art	2.75	2	-1.25	4.00
Communication Studies	3.19	21	-.24	3.43
English	3.70	5	-.30	4.00
Foreign Languages	-	-	-	4.00
History	3.50	4	-.25	3.75
Journalism	-	-	-	3.37
Music	3.50	2	+.50	3.00
Philosophy	4.00	1	+4.0	-
Theater Arts	3.00	2	-.33	3.33
College of Education & Professional Studies	3.42	44	+03	3.39
Early Childhood/Elementary/Middle Level Education	3.39	14	-.01	3.40
Health Studies	3.75	2	+.42	3.33
Kinesiology & Sports Studies	3.35	20	-.04	3.39
Recreation Administration	-	-	-	3.50
Special Education	3.56	8	+.21	3.35
College of Sciences	3.33	45	+04	3.29
Biological Sciences	3.15	10	-.28	3.43
Chemistry	3.75	2	-.25	4.00
Communication Disorders & Sciences	-	-	-	3.50
Economics	2.50	1	-.75	3.25
Geology/Geography	-	-	-	4.00
Mathematics & Computer Sciences	3.25	2	+.25	3.00
Nursing	3.50	2	-	-
Political Science	3.75	2	+.54	3.21
Psychology	3.40	21	+.30	3.10
Physics	4.00	1	-	-
Sociology	3.00	4	+.50	3.50
College of Continuing Education— Bachelor of General Studies	3.38	51	-.10	3.48
Lumpkin College of Business & Applied Sciences	3.35	71	-	3.35
School of Business	3.32	46	-.03	3.35
School of Family & Consumer Sciences	3.35	10	-.20	3.55
School of Technology	3.43	15	+.15	3.28
Center for Academic Support & Assessment—Undeclared	3.66	3	+.26	3.40

Appendix G: Fall 2015 EWP Submission Report

Total Submissions: 2473 (403 decrease from FA14)

The following table lists the ratings in this category and the number of submissions that received that rating. The percentage in parentheses after the number of submissions indicates the percentage of total submissions that received this score.

Rating	Number of Submissions	Increase/Decrease Previous Semester
1	6 (<1%)	-3
1.5	13 (<1%)	+6
2	57 (2%)	-25
2.5	111 (5%)	-38
3	727 (29%)	-195
3.5	909 (37%)	-138
4	650 (26%)	-10

The following table provides a breakdown of submissions by rating and student characteristics. Percentages are taken from the total number of submissions, which is **2473**.

Student Characteristic	1	1.5	2	2.5	3	3.5	4
Female	1 (<1%)	7 (<1%)	32 (1%)	68 (3%)	436 (17%)	566 (23%)	419 (17%)
Male	5 (<1%)	6 (<1%)	25 (1%)	43 (2%)	291 (12%)	343 (14%)	231 (9%)
Native	2 (<1%)	6 (<1%)	32 (1%)	61 (3%)	371 (15%)	451 (18%)	314 (13%)
Transfer	4 (<1%)	7 (<1%)	25 (1%)	50 (2%)	356 (14%)	455 (18%)	336 (13%)
Unknown						3 (<1%)	
American Indian/Alaskan Native					6 (<1%)	4 (<1%)	1 (<1%)
Asian/Pacific Islander			1 (<1%)	3 (<1%)	12 (<1%)	12 (<1%)	14 (<1%)
Black Non-Hispanic	1 (<1%)	1 (<1%)	24 (1%)	31 (1%)	138 (5%)	135 (5%)	59 (2%)
Hispanic		2 (<1%)	1 (<1%)	15 (1%)	45 (2%)	39 (2%)	42 (2%)
White Non-Hispanic	4 (<1%)	10 (<1%)	28 (1%)	57 (2%)	474 (20%)	670 (27%)	485 (20%)
Unknown/Not Reported	1 (<1%)		3 (<1%)	5 (<1%)	52 (2%)	49 (2%)	49 (2%)
Freshman		3 (<1%)	18 (<1%)	24 (1%)	134 (5%)	143 (6%)	95 (4%)
Sophomore		1 (<1%)	6 (<1%)	17 (<1%)	122 (5%)	151 (6%)	89 (4%)
Junior	3 (<1%)	5 (<1%)	9 (<1%)	36 (2%)	219 (9%)	265 (11%)	187 (8%)
Senior	3 (<1%)	4 (<1%)	24 (1%)	34 (2%)	252 (10%)	350 (14%)	279 (10%)
TOTAL	6 (<1%)	13 (<1%)	57 (2%)	111 (5%)	727 (29%)	909 (37%)	650 (26%)

Total Number of Students: 2,030 (1,636 students (81%), submitted one document; 345 students, (17%) submitted two documents; 49 students, (2%) submitted 3 documents). FA15 saw 303 fewer students submitting than FA14.

The following information offers a breakdown of student demographics for all students who submitted.

Student Type

Native: 1,077 (53%)

Transfer: 950 (47%)

Unknown: 3 (<1%)

The following table shows the number of submissions by student type.

Student Type	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous
Native	11(<1%)	138 (7%)	928 (46%)	1077 (53%)	-172
Transfer	38 (2%)	207 (10%)	705 (35%)	950 (47%)	-129
Unknown			3 (<1%)	3 (<1%)	-2
Totals	49 (2%)	345 (17%)	1636 (81%)	2030	-303

Gender

Females: 1256 (62%)

Males: 774 (38%)

The following table indicates the number of submissions by gender.

Gender	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous
Female	32 (2%)	209 (10%)	1015 (50%)	1256 (62%)	-157
Male	17 (<1%)	136 (7%)	621 (31%)	774 (38%)	-146
Unknown					
Totals	49 (2%)	345 (17%)	1636 (81%)	2030	-303

Ethnicity

American Indian/Alaskan Native: 10 (<1%)
Asian/Pacific Islander: 36 (2%)
Black Non-Hispanic: 304 (15%)
Hispanic: 119 (6%)
Unknown/Not reported: 128 (6%)
White Non-Hispanic: 1433 (71%)

The following table indicates the number of submissions by ethnicity.

Ethnicity	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous
American Indian/Alaskan Native		1 (<1%)	9 (<1%)	10 (<1%)	+1
Asian/Pacific Islander		6 (<1%)	30 (2%)	36 (2%)	+5
Black Non-Hispanic	8 (<1%)	69 (3%)	227 (11%)	304 (15%)	-49
Hispanic	4 (<1%)	17 (1%)	98 (5%)	119 (6%)	+6
Unknown/Not Reported	2 (<1%)	27 (1%)	99 (5%)	128 (6%)	-7
White Non-Hispanic	35 (2%)	225 (11%)	1173 (58%)	1433 (71%)	-259
Totals	49 (2%)	345 (17%)	1636 (81%)	2030	-303

Hours Completed¹

Zero: 183 (9%)
1-29: 185 (9%)
30-59: 327 (16%)
60-89: 579 (29%)
90+: 756 (37%)

The following table shows the number of submissions by hours completed at time of submission; this includes transfer credit hours.

Hours Completed	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous
Zero	3 (<1%)	16 (1%)	164 (8%)	183 (9%)	+5
1-29 hours	3 (<1%)	21 (1%)	161 (8%)	185 (9%)	-25
30-59 hours	5 (<1%)	49 (3%)	273 (14%)	327 (16%)	-105
60-89 hours	18 (1%)	108 (5%)	453 (22%)	579 (29%)	-107
90+ hours	20 (1%)	151 (7%)	585 (29%)	756 (37%)	-71
Totals	49 (2%)	345 (17%)	1636 (81%)	2030	-303

¹ Some students transferred in hours at different points in the semester, so if they submitted more than once in the semester, the number of hours earned are different for submissions from the same student (for example, one student submitted two papers this semester, one when she had 88 hours, and one when she has 91 hours). Therefore, these totals will vary slightly from the other demographic categories.

Course levels for which the submissions were written are given in the table that follows.

Course Level	Total Number of Courses	Number of Submissions	WI/WC Courses	WI/WC Submissions
1000 Level General Education	28	344	12	280
1000 Level Major	13	62	2	9
Total 1000 Level	41	406	14	289
2000 Level General Education	35	312	18	165
2000 Level Major	54	385	14	150
Total 2000 Level	89	697	32	315
3000 Level General Education	13	59	10	37
3000 Level Major	145	770	47	245
Total 3000 Level	158	829	57	282
4000 Level General Education	13	161	13	161
4000 Level Major	102	380	31	147
Total 4000 Level	115	541	44	308
5000 Level Major				
TOTALS	403	2473	147 (37% of total courses used for submission)	1194 (48% of total submissions)

- In FA14, a total of 425 courses were represented in the EWP submissions; FA15 shows a decrease of 9 courses from which students chose to submit.
- In FA14, 1,497 submissions came from WI/WC courses (52%) of the submissions for the semester; this percentage shows an increase from the previous fall in WI/WC submissions. In FA15, 1,194 of the 2,473 submissions came from WI/WC courses (48% of total), which shows a 4% decrease from the previous year, but an increase of 4% from FA13.
- Only one submission was received from 35 courses. The most submissions came from ENG 1001G with 183 submissions, BUS 2750 with 62 submissions, and EDF 2555G with 56 submissions. A total of 156 submissions were received from the senior seminar courses.

Comparison of Ratings from WI/WC Courses and Non-WI/WC Courses

Rating	Number of Submissions from WI/WC Courses	Number of Submissions from Non-WI/WC Courses
1	1 (<1%)	5 (<1%)
1.5	10 (<1%)	3 (<1%)
2	45 (2%)	12 (1%)
2.5	52 (2%)	59 (2%)
3	299 (12%)	428 (17%)
3.5	437 (18%)	472 (19%)
4	353 (15%)	297 (12%)
Average Score	3.40	3.37
Total Submissions	1197 (49%)	1276 (51%)

Percentages taken from the total submissions for the semester.

Rating	Number of Submissions from WI/WC Courses	Number of Submissions from Non-WI/WC Courses
1	1 (<1%)	5 (<1%)
1.5	10 (<1%)	3 (<1%)
2	45 (4%)	12 (1%)
2.5	52 (4%)	59 (5%)
3	299 (25%)	428 (34%)
3.5	437 (37%)	472 (37%)
4	353 (30%)	297 (23%)
Average Score	3.40	3.37
Total Submissions	1197 (100%)	1276 (100%)

Percentages taken from each course category.

The following table indicates the average ratings by major and college.

Major	Average Rating	Number of Submissions	Increase/ Decrease Previous Fall	Previous Fall Average
All Submissions	3.38	2473	-403	3.31
College of Arts & Humanities	3.37	426	-75	3.31
African American Studies	-	-	-4	2.62
Art	3.50	38	-18	3.30
Communication Studies	3.28	218	-25	3.32
English	3.46	53	-3	3.48
Foreign Languages	3.63	4	-14	3.50
History	3.54	38	-9	3.53
Journalism	3.46	23	-14	3.28
Music	3.38	28	-6	3.46
Philosophy	3.50	7	+7	-
Theater Arts	3.32	17	+11	3.33
College of Education & Professional Studies	3.38	536	-140	3.39
Adult & Community Education	3.33	6	+6	-
Early Childhood/Elementary/Middle Level Education	3.40	167	-11	3.52
Health Studies	3.57	47	-36	3.42
Kinesiology & Sports Studies	3.32	214	-72	3.26
Recreation Administration	3.25	26	-8	3.30
Secondary Education	-	-	-2	3.50
Special Education	3.44	76	-17	3.39
College of Sciences	3.41	690	-52	3.32
Biological Sciences	3.42	171	-40	3.41
Chemistry	3.26	17	-3	3.37
Communication Disorders & Sciences	3.41	65	-	3.33
Economics	3.50	10	-1	3.32
Geology/Geography	3.46	23	-20	3.16
Mathematics & Computer Sciences	3.43	21	-20	3.55
Nursing	3.52	27	+8	2.84
Physics	3.30	20	-3	3.37
Political Science	3.50	32	+14	3.58
Psychology	3.36	200	+19	3.30
Sociology	3.46	104	-6	3.30
College of Continuing Education— Bachelor of General Studies	3.38	160	-74	3.40

Major	Average Rating	Number of Submissions	Increase/ Decrease Previous Fa11	Previous Fall Average
Lumpkin College of Business & Applied Sciences	3.39	618	-65	3.26
School of Business	3.43	351	-41	3.27
Accounting	3.64	50	-7	3.43
Business Administration	3.31	26	+9	3.38
Finance	3.42	24	-20	3.27
Management	3.41	38	-10	3.27
Management Information Systems	3.26	17	-1	3.17
Marketing	3.56	33	-14	3.12
Pre-Business	3.38	163	+2	3.27
School of Family & Consumer Sciences	3.26	117	-42	3.14
Apparel/Consumer Affairs/Hospitality Management/Merchandising	3.28	37	-15	3.26
Dietetics	3.56	8	-16	3.56
Family Services	3.22	72	-10	3.26
FCS Unknown	-	-	-1	3.50
School of Technology	3.42	150	+18	3.48
Applied Engineering Technology	3.32	45	-12	3.38
Career & Technical Education	3.38	4	+1	3.33
Organizational & Professional Development	3.46	101	+29	3.46
Center for Academic Support & Assessment—Undeclared	3.30	43	+3	3.27

Appendix H: Spring 2016 EWP Submission Report

Total Submissions 2112 (decrease of 301 from SP15)

The following table lists the ratings in this category and the number of submissions that received that rating. The percentage in parentheses after the number of submissions indicates the percentage of total submissions that received this score.

Rating	Number of Submissions	Increase/Decrease Previous Spring Semester
1	7 (<1%)	-1
1.5	9 (<1%)	0
2	34 (<1%)	-45
2.5	93 (4%)	-28
3	643 (31%)	-37
3.5	814 (39%)	-122
4	512 (24%)	-68
Rating Avg. 3.38	Total submissions 2112	Decrease -301

The following table provides a breakdown of submissions by rating and student characteristics. Percentages are taken from the total number of submissions, which is .

Student Characteristic	1	1.5	2	2.5	3	3.5	4
Female	4 (<1%)	3 (<1%)	16 (<1%)	49 (2%)	364 (17%)	462 (22%)	307 (14%)
Male	3 (<1%)	6 (<1%)	18 (<1%)	44 (2%)	279 (13%)	352 (17%)	205 (10%)
Native	2 (<1%)	5 (<1%)	23 (<1%)	44 (2%)	322 (15%)	377 (18%)	249 (12%)
Transfer	5 (<1%)	4 (<1%)	11 (<1%)	49 (2%)	320 (15%)	431 (20%)	263 (12%)
Unknown					1 (<1%)	6 (<1%)	
American Indian/Alaskan Native				1 (<1%)	2 (<1%)	2 (<1%)	
Asian/Pacific Islander				4 (<1%)	9 (<1%)	11 (<1%)	13 (<1%)
Black Non-Hispanic	2 (<1%)	4 (<1%)	8 (<1%)	20 (1%)	124 (6%)	106 (5%)	42 (2%)
Hispanic	1 (<1%)	-	4 (<1%)	12 (<1%)	33 (2%)	37 (2%)	27 (1%)
Unknown/Not Reported	-	-	3 (<1%)	7 (<1%)	50 (2%)	45 (2%)	33 (2%)
White Non-Hispanic	4 (<1%)	5 (<1%)	19 (<1%)	49 (2%)	425 (20%)	613 (30%)	397 (19%)
Freshman	1 (<1%)	-	7 (<1%)	15 (<1%)	78 (4%)	83 (4%)	66 (3%)
Sophomore	1 (<1%)	3 (<1%)	9 (<1%)	12 (<1%)	105 (5%)	130 (6%)	81 (4%)
Junior	3 (<1%)	2 (<1%)	7 (<1%)	25 (1%)	179 (9%)	229 (11%)	154 (7%)
Senior	2 (<1%)	4 (<1%)	11 (<1%)	41 (2%)	281 (13%)	372 (18%)	211 (10%)
TOTAL	7 (<1%)	9 (<1%)	34 (<1%)	93 (4%)	643 (31%)	814 (39%)	512 (24%)

Total Number of Students: 1727 (1381 students, (80%) submitted one document; 307 students, (18%) submitted two documents; 39 students, (2%) submitted 3 documents.). SP16 saw 236 fewer students submitting than SP15.

The following information offers a breakdown of student demographics for all students who submitted.

Student Type

Native: 879 (51%)
 Transfer: 842 (49%)
 Unknown: 6 (<1%)

The following table shows the number of submissions by student type.

Student Type	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous Spring
Native	13 (<1%)	117 (7%)	749 (43%)	879 (51%)	-115
Transfer	26 (2%)	189 (11%)	627 (36%)	842 (49%)	-122
Unknown	-	1 (<1%)	5 (<1%)	6 (<1%)	+1
Totals	39 (2%)	307 (18%)	1381 (80%)	1727	-236

Gender

Females: 724 (42%)
 Males: 1003 (58%)

The following table indicates the number of submissions by gender.

Gender	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous Spring
Female	17 (1%)	160 (9%)	547 (32%)	724 (42%)	-46
Male	22 (1%)	147 (9%)	834 (48%)	1003 (58%)	-190
Unknown	-	-	-	-	-
Totals	39 (2%)	307 (18%)	1381 (80%)	1727	-236

Ethnicity

American Indian/Alaskan Native:	4 (<1%)
Asian/Pacific Islander:	30 (2%)
Black Non-Hispanic:	253 (15%)
Hispanic:	93 (5%)
Unknown/Not reported:	116 (7%)
White Non-Hispanic:	1231 (71%)

The following table indicates the number of submissions by ethnicity.

Ethnicity	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous Spring
American Indian/Alaskan Native		1 (<1%)	3 (<1%)	4 (<1%)	-6
Asian/Pacific Islander		7 (<1%)	23 (1%)	30 (2%)	+3
Black Non-Hispanic	5 (<1%)	43 (3%)	205 (12%)	253 (15%)	-77
Hispanic	3 (<1%)	15 (1%)	75 (4%)	93 (5%)	-2
Unknown/ Not Reported	1 (<1%)	20 (1%)	95 (5%)	116 (7%)	+26
White Non-Hispanic	30 (1%)	221 (13%)	980 (57%)	1231 (71%)	-180
Totals	39 (2%)	307 (18%)	1381 (80%)	1727	-236

Hours Completed²

Zero:	3 (<1%)
1-29:	220 (13%)
30-59:	292 (17%)
60-89:	480 (28%)
90+:	732 (42%)

The following table shows the number of submissions by hours completed at time of submission; this includes transfer credit hours.

Hours Completed	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous Spring
Zero	-	1 (<1%)	2 (<1%)	3 (<1%)	-
1-29 hours	3 (<1%)	20 (<1%)	197 (11%)	220 (13%)	-37
30-59 hours	2 (<1%)	44 (2%)	246 (14%)	292 (17%)	-49
60-89 hours	6 (<1%)	108 (7%)	366 (21%)	480 (28%)	-78
90+ hours	28 (1%)	134 (8%)	570 (33%)	732 (42%)	-72
Totals	39 (2%)	307 (18%)	1381 (80%)	1727	-236

² Some students transferred in hours at different points in the semester, so if they submitted more than once in the semester, the number of hours earned are different for submissions from the same student (for example, one student submitted two papers this semester, one when she had 55 hours, and one when she has 63 hours). Therefore, these totals will vary slightly from the other demographic categories.

Course levels for which the submissions were written are given in the table that follows.

Course Level	Total Number of Courses	Number of Submissions	WI/WC Courses	WI/WC Submissions
1000 Level General Education	17	250	7	183
1000 Level Major	7	18	1	1
Total 1000 Level	24	268	8	184
2000 Level General Education	34	224	17	143
2000 Level Major	42	311	10	105
Total 2000 Level	76	535	27	248
3000 Level General Education	10	39	7	28
3000 Level Major	148	720	50	251
Total 3000 Level	158	759	57	279
4000 Level General Education	15	160	15	160
4000 Level Major	122	390	28	114
Total 4000 Level	137	550	43	274
5000 Level Major	-	-	-	-
TOTALS	395	2112	135	985

- In SP16, a total of 395 courses were represented in the EWP submissions; SP16 shows a decrease of 9 courses from which students chose to submit.
- In SP16, 985 of the 2112 submissions were from WI/WC courses or 47% of the total submissions. In SP15, 1060 submissions of the 2413 total submissions came from WI/WC courses (44% of the submissions for the semester); this percentage shows a 3% increase from the previous spring in WI/WC submissions.
- Only one submission was received from 100 courses (-12 courses from SP15). The most submissions came from ENG 1002G with 99 submissions followed by BUS 3500 with 48 submissions and ENG 1001G with 42 submissions. A total of 157 submissions were received from 14 senior seminar courses.

Comparison of Ratings from WI/WC Courses and Non-WI/WC Courses

Rating	Number of Submissions from WI/WC Courses	Number of Submissions from Non-WI/WC Courses
1	2 (<1%)	5 (<1%)
1.5	6 (<1%)	3 (<1%)
2	17 (<1%)	17 (<1%)
2.5	45 (2%)	48 (2%)
3	274 (13%)	369 (18%)
3.5	370 (18%)	444 (21%)
4	273 (13%)	239 (11%)
Average Score	3.41	3.36
Total Submissions	987 (47%)	1125 (53%)

Percentages taken from the total submissions for the semester.

Rating	Number of Submissions from WI/WC Courses	Number of Submissions from Non-WI/WC Courses
1	2 (<1%)	5 (<1%)
1.5	6 (<1%)	3 (<1%)
2	17 (<1%)	17 (1%)
2.5	45 (5%)	48 (4%)
3	274 (28%)	369 (33%)
3.5	370 (38%)	444 (40%)
4	273 (28%)	239 (21%)
Average Score	3.41	3.36
Total Submissions	987 (100%)	1125 (100%)

Percentages taken from each course category.

The following table indicates the average ratings by major and college.

Major	Average Rating	Number of Submissions	Increase/Decrease Previous Spring	Previous Spring Average
All Submissions	3.38	2112	-301	3.36
College of Arts & Humanities	3.35	392	+19	3.37
African American Studies	-	0	-4	3.13
Art	3.32	59	+5	3.16
Communication Studies	3.34	176	+5	3.34
English	3.40	42	+5	3.66
Foreign Languages	3.36	7	-	3.57
History	3.38	46	+11	3.56
Journalism	3.33	18	-10	3.52
Music	3.39	33	+9	3.46
Philosophy	3.56	8	+3	3.10
Theater Arts	2.67	3	-5	2.75
College of Education & Professional Studies	3.41	450	-114	3.35
Early Childhood/Elementary/Middle Level Education	3.33	110	-33	3.33
Health Studies	3.58	52	-6	3.41
Kinesiology & Sports Studies	3.41	215	-23	3.27
Recreation Administration	3.58	26	-10	3.35
Secondary Education	3.00	3	-	2.33
Special Education	3.36	44	-42	3.55
College of Sciences	3.38	551	-59	3.34
Biological Sciences	3.45	151	-1	3.33
Chemistry	3.46	13	-5	3.53
Communication Disorders & Sciences	3.21	24	-11	3.41
Economics	3.60	10	+2	3.13
Geology/Geography	3.22	23	-4	3.15
Mathematics & Computer Sciences	3.41	11	-21	3.59
Nursing	3.46	26	+4	3.27
Physics	3.22	9	-6	3.43
Political Science	3.36	29	-1	3.33
Psychology	3.34	154	-36	3.34
Social Science	4.00	1	+1	-
Sociology	3.34	100	+19	3.30
College of Continuing Education— Bachelor of General Studies	3.43	173	+4	3.51

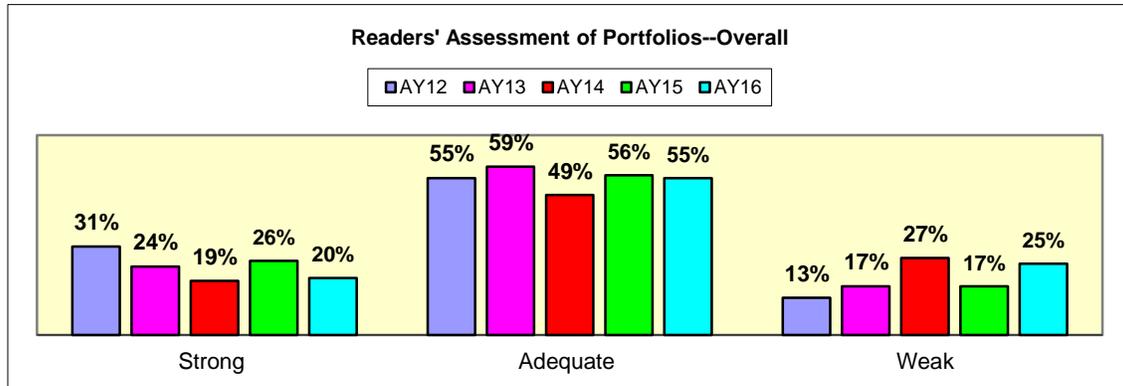
Major	Average Rating	Number of Submissions	Increase/ Decrease Previous Spring	Previous Spring Average
Lumpkin College of Business & Applied Sciences	3.37	525	-146	3.36
School of Business	3.35	291	-63	3.32
Accounting	3.40	61	+11	3.37
Business Administration	3.30	10	+4	3.58
Finance	3.35	43	+23	3.25
Management	3.39	62	+4	3.16
Management Information Systems	3.28	25	+15	3.50
Marketing	3.36	75	+24	3.28
Pre-Business	3.00	8	-151	3.36
Business Undecided	3.36	7	+7	-
School of Family & Consumer Sciences	3.30	107	-65	3.33
Apparel/Consumer Affairs/Hospitality Management/Merchandising	3.44	25	-25	3.30
Dietetics	3.38	16	-3	3.42
Family Services	3.23	66	-37	3.32
School of Technology	3.48	127	-18	
Applied Engineering Technology	3.43	50	+5	3.47
Career & Technical Education	3.60	5	+1	3.75
Organizational & Professional Development	3.51	72	-24	3.50
Center for Academic Support & Assessment—Undeclared	3.43	21	-5	3.15

Appendix I: Electronic Writing Portfolio Readings Report AY 2016

Number of Readers: 13
 Number of Portfolios: 178
 Number of Papers: 533

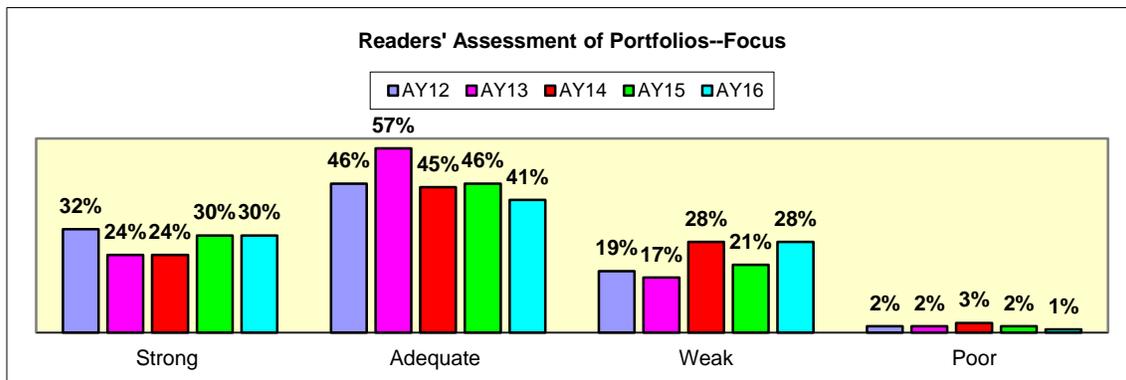
Portfolios Overall

Strong Portfolios: 19.66%
Adequate Portfolios: 54.49%
Weak Portfolios: 25.84%



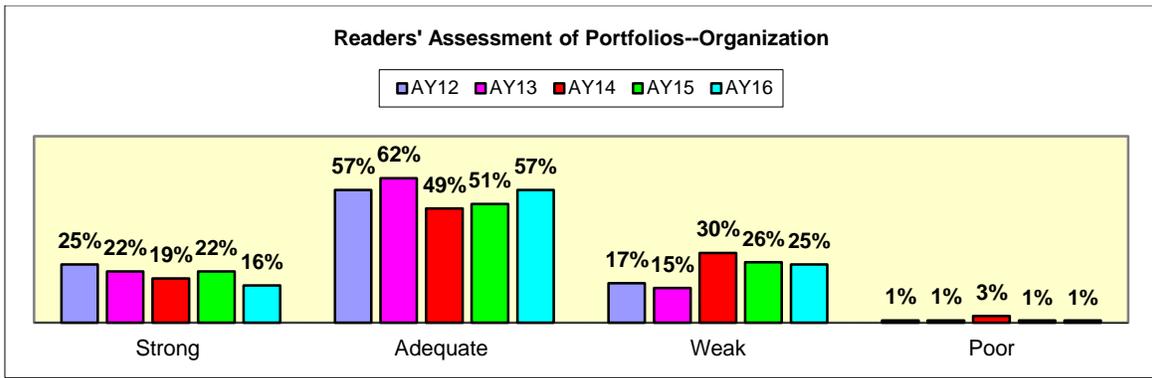
Focus/Purpose

Strong (Consistently strong sense of focus/purpose throughout): 30.34%
Adequate (Clear focus/purpose in most or all submissions): 40.45%
Weak (Some evidence of ability to focus on a purpose): 28.09%
Poor (Very little or no evidence of focus): 1.12%



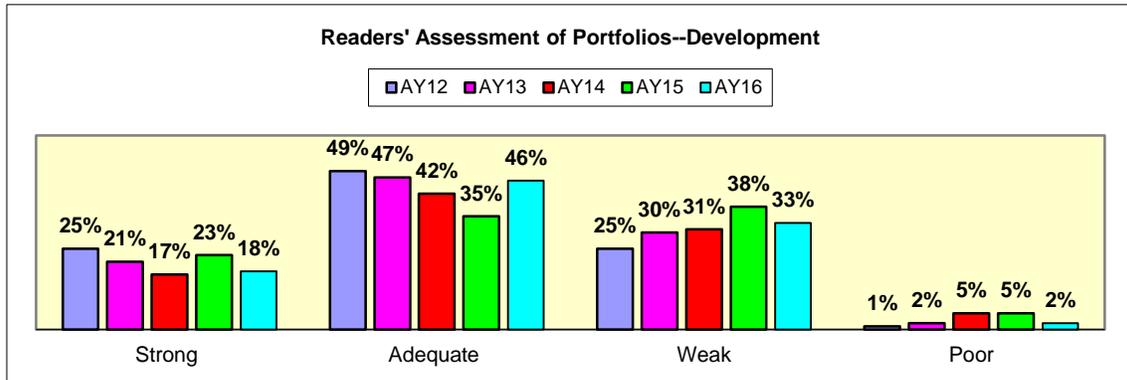
Organization

Strong (Consistent use of structure in ways that enhance presentation of ideas/information): 16.29%
Adequate (Logical organization and/or clearly identifiable structure): 57.3%
Weak (Inconsistent sense of structure and/or lapses in organization): 24.72%
Poor (Very little or no sense of structure or organization): 0.56%



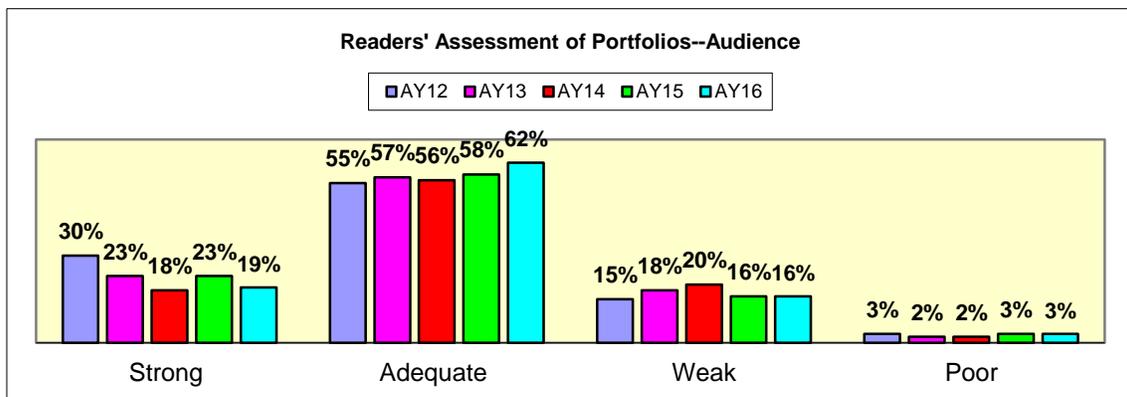
Development

Strong (Ideas consistently developed in depth and supported with rich and relevant details):	17.98%
Adequate (Ideas developed in depth with appropriate supporting evidence/details):	46.07%
Weak (Some development of ideas and use of supporting evidence/details):	33.15%
Poor (Very little or no development of ideas or use of supporting evidence):	1.69%



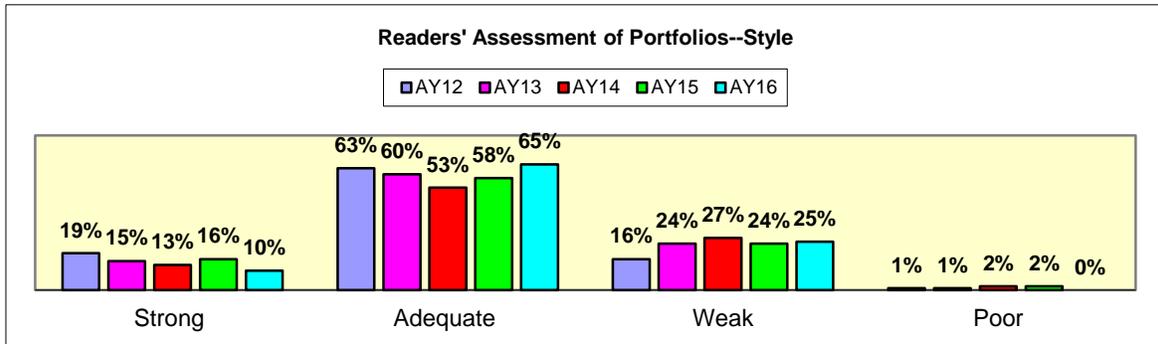
Audience

Strong (Sophisticated sense of audience—e.g., distinctive voice and/or appropriate tone):	18.54%
Adequate (Some awareness of and/or attempt to communicate with audience):	62.36%
Weak (Little or no awareness of audience):	16.29%
Poor (No sense of writing for an audience):	2.81%



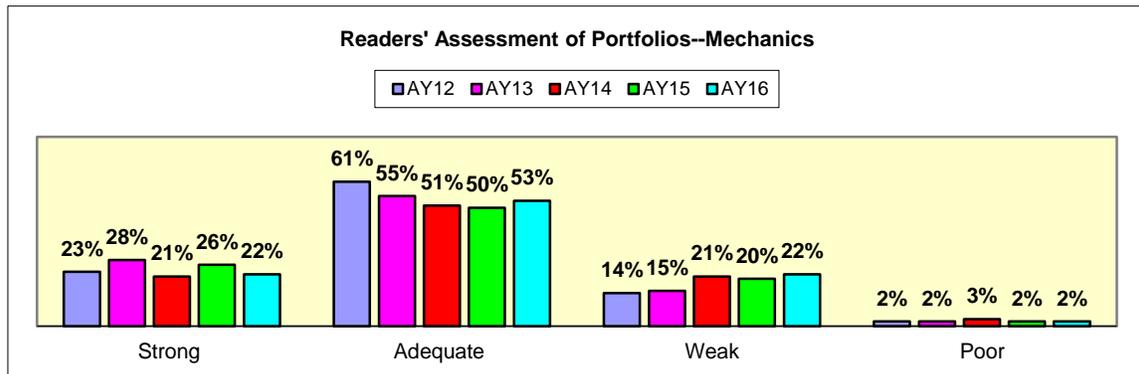
Style

Strong (Sophisticated use of language (sentence structure, word choice) that enhances presentation of ideas/information):	9.55%
Adequate (Appropriate use of language that effectively conveys ideas/information):	64.61%
Weak (Use of language that is awkward, unnecessarily complex, and/or overly simplistic):	25.28%
Poor (Use of language that is highly inconsistent or indeterminate):	0.56%



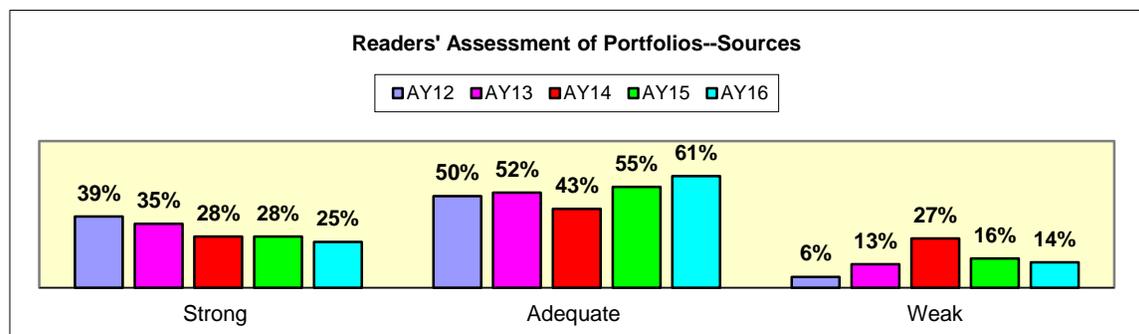
Mechanics

Strong (Few, if any, errors in mechanics relative to length and complexity of documents):	22.47%
Adequate (Some errors in mechanics that do not interfere significantly with communication):	53.37%
Weak (Patterns of errors in mechanics that affect clarity and/or credibility of writing):	21.91%
Poor (Large numbers of errors in mechanics affecting almost all aspects of the writing):	2.25%



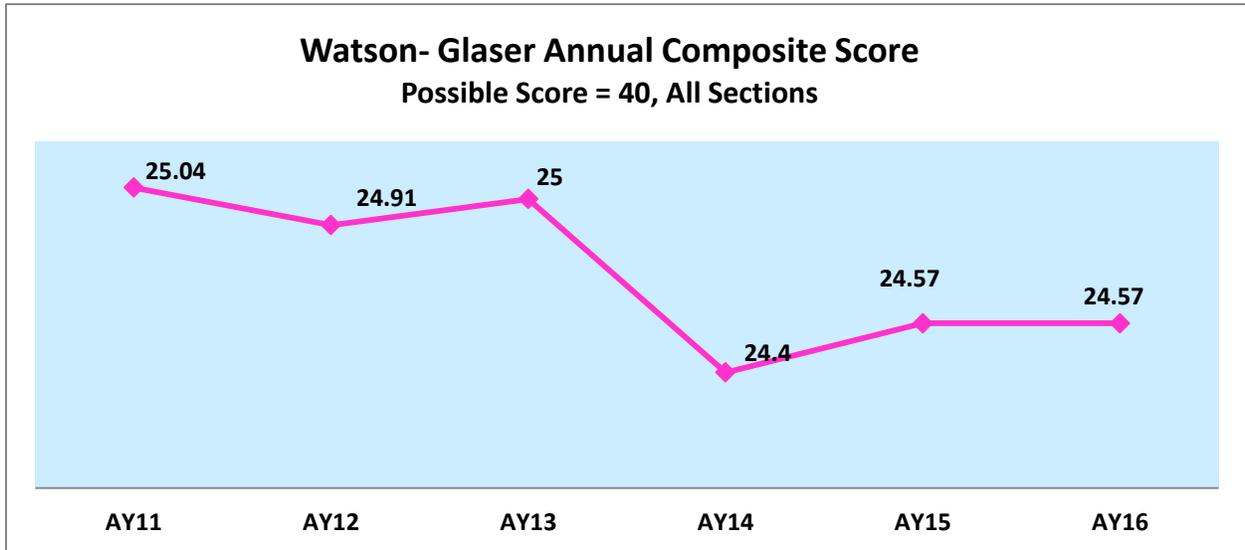
Sources

Strong (Ability to integrate ideas/information from sources into own writing in meaningful ways):	23.03%
Adequate (Some effective integration of ideas/information from source):	55.62%
Weak (Inappropriate/ineffective integration of ideas/information):	12.36%

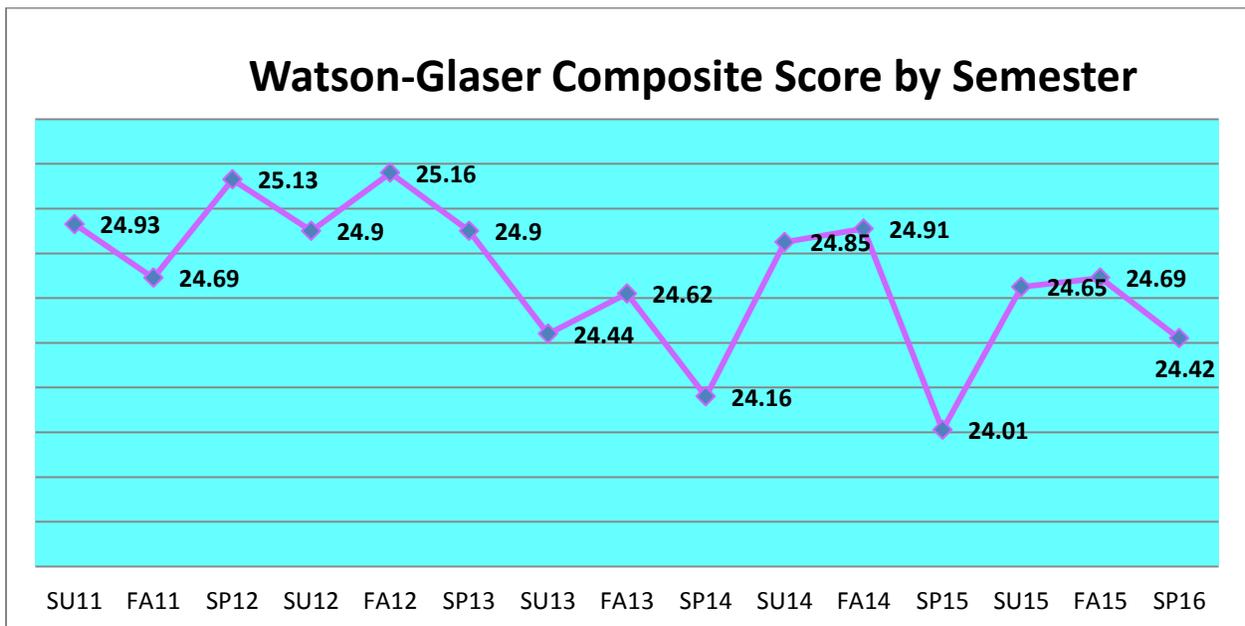


Appendix J: AY16 Watson-Glaser Report

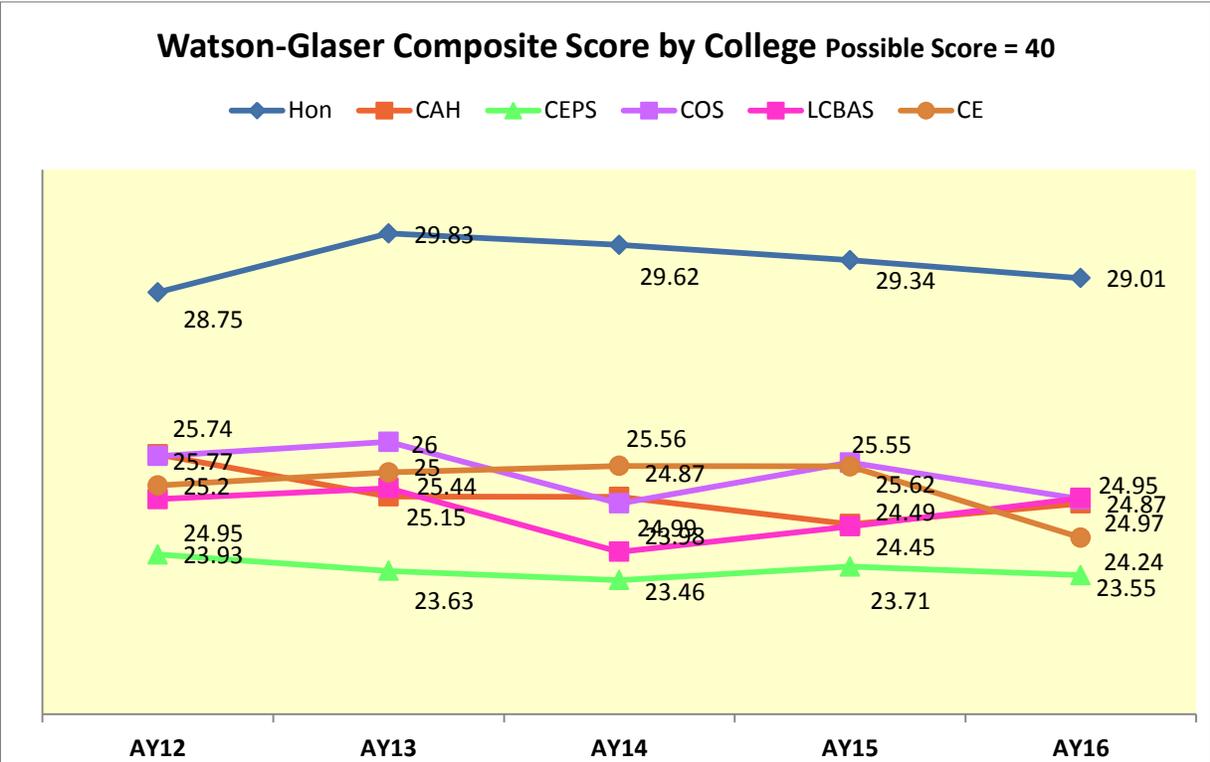
The following chart shows the Watson-Glaser Critical Thinking Appraisal scores by academic year. The highest possible score is 40 composite. The WG is given in the senior seminars. The scores offer both the on-line and face-to-face administrations.



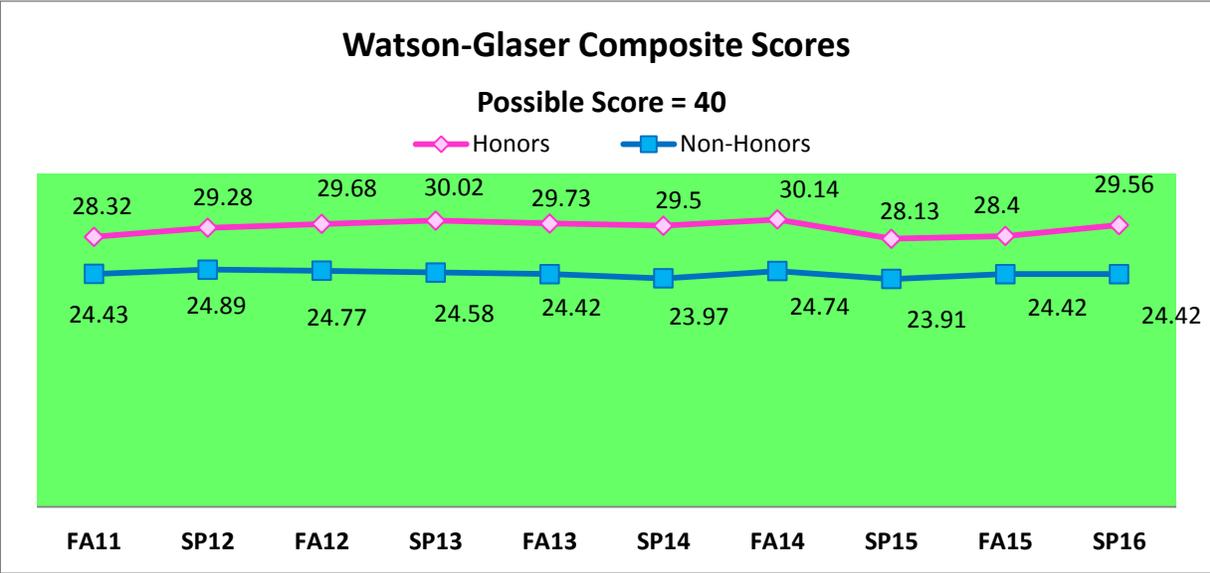
The chart below gives the composite score by semester for the last five years.



The following chart offers the composite score by college for the past five academic years.

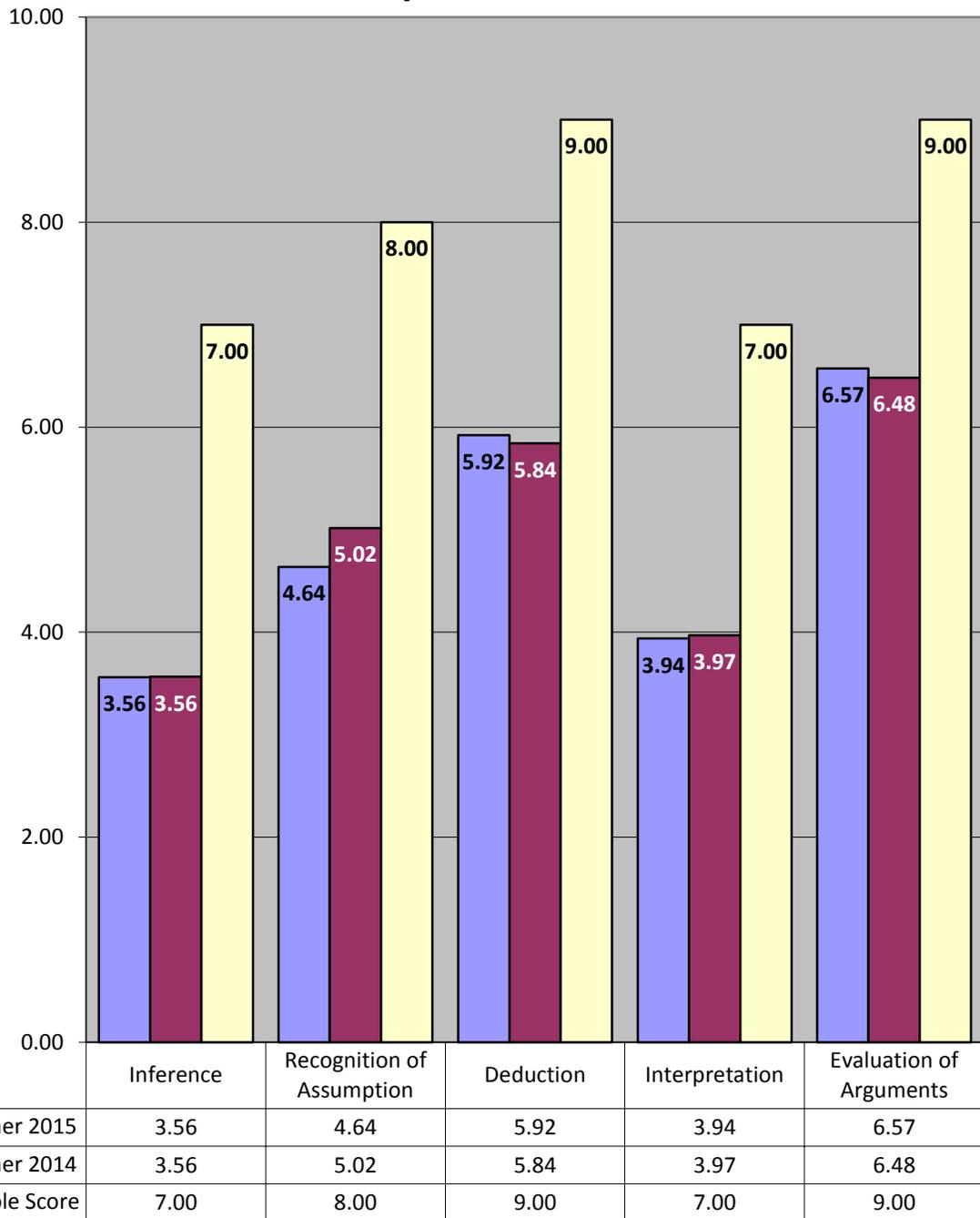


In the chart below the scores are given for honors and non-honors sections.

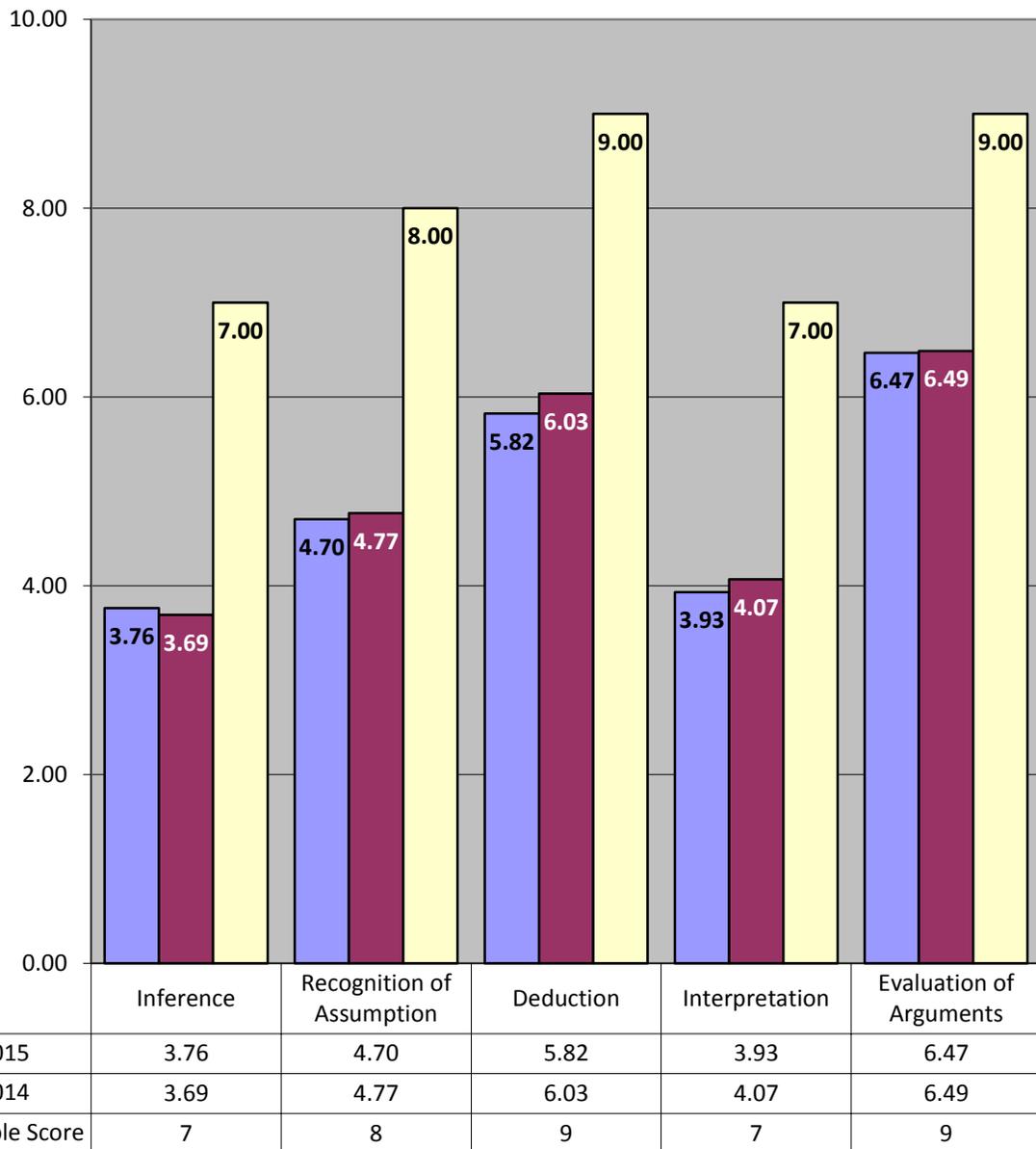


The following charts provide data by each semester of AY16.

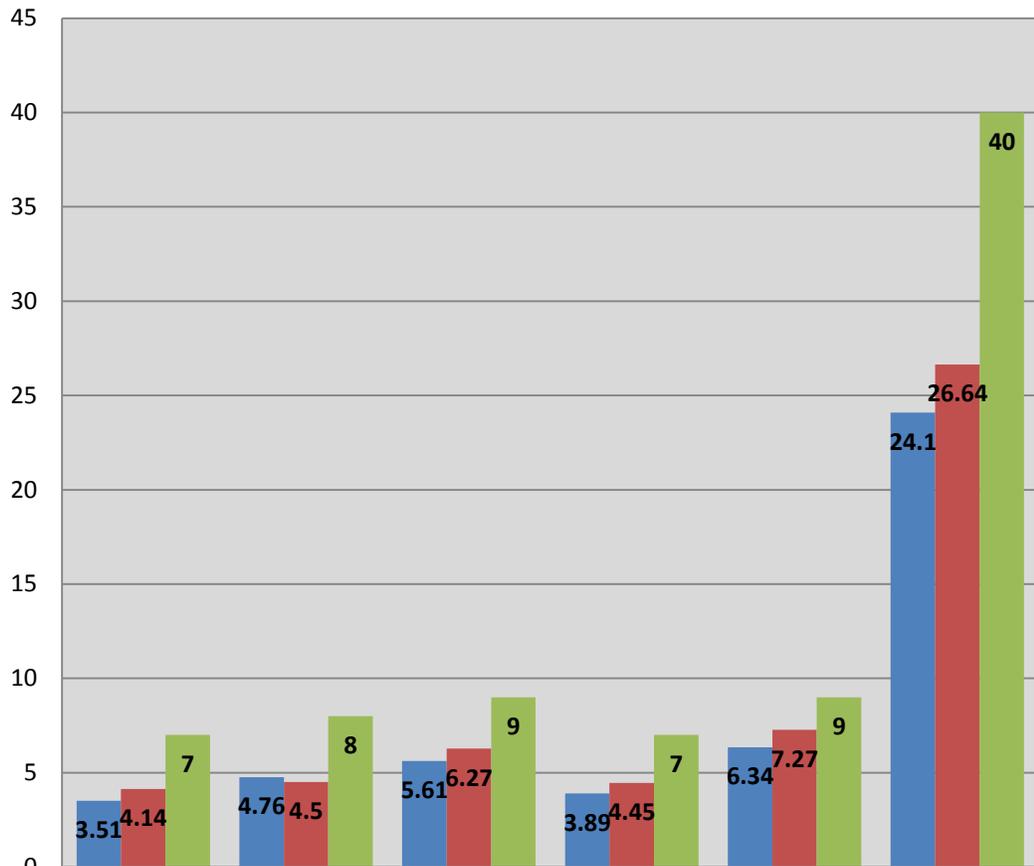
Watson-Glaser Analysis Summer 2014 & Summer 2015 Mean Score Comparison



Watson-Glaser Analysis Fall 2014 & Fall 2015 Mean Score Comparison



Watson-Glaser Mean Score Comparison SP15-SP16



	Inference	Recognition of Assumption	Deduction	Interpretation	Evaluation of Argument	Composite
■ Spring 2015	3.51	4.76	5.61	3.89	6.34	24.1
■ Spring 2016	4.14	4.5	6.27	4.45	7.27	26.64
■ Possible Score	7	8	9	7	9	40

**Appendix K: Eastern Illinois University
Freshman Citizenship Survey
Summer 2015 Report**

Students were given this survey when they came to campus for orientation in the summer. Surveys were conducted in one of the campus computer labs. Students cannot be identified; all information is self-reported.

1091 participants

Demographics

Ethnicity

- 1% Asian/Pacific Islander
- 26% Black /Non-Hispanic
- 7% Hispanic
- 60% White/Non-Hispanic
- <1% Native American
- 5% Bi-racial/Multi-racial

99.9% US citizens; <1% non-US citizens

Gender

- 62% Female
- 38% Male
- <1% Transgender

Geographic background

- 23% Urban
- 45% Suburban
- 32% Rural/small town

Which statement best describes the community in which you were raised? (check only one)

- 54% Most people were of the same race/ethnicity.
- 11% There were two distinct racial/ethnic groups.
- 35% The community was multiracial and ethnically diverse.

Voting Habits

Are you registered to vote?

- 32% Yes, I'm registered to vote
- 51% No, I'm 18 or older, but I am not registered to vote
- 16% No, I'm not yet old enough

Which of the following statements best describes your voting habits?

- 1% I only vote in school elections.
- 7% I only vote in national elections
- 16% I vote in Local/State/National elections
- 10% I vote in school and Local/State/National elections
- 67% I do not vote

Politically, do you consider yourself:

- 4% Very liberal
- 15% Liberal
- 26% Moderate
- 12% Conservative
- 2% Very conservative
- 39% I do not know
- 2% None of the above

Political and Social Involvement Scale
(Wabash National Study of Liberal Arts Education)

General Instructions: For each question below, circle the number corresponding to the response that most closely indicates what you think or feel. There is neither a right nor wrong answer to any question. Please do your best to provide complete information. Your identity and responses will be held in strict confidence.

How important to you personally is each of the following?	Not Important	Somewhat Important	Very Important	Essential
A. Becoming a community leader	11%	47%	31%	11%
B. Becoming involved in activities that preserve and enrich the environment	4%	35%	44%	17%
C. Helping others who are in difficulty	1%	18%	50%	31%
D. Keeping up to date with political affairs	21%	52%	19%	8%
E. Developing a meaningful philosophy of life	3%	29%	40%	27%
F. Helping to promote racial understanding	5%	32%	39%	23%
G. Influencing the political structure	24%	49%	21%	6%
H. Integrating spirituality into my life	16%	33%	31%	19%
I. Volunteering in my community	3%	30%	44%	23%

Miville-Guzman Universality-Diversity Scale-Short Form, (M-GUDS-S)

The following items are statements using several terms that are defined below for you. Please refer to these definitions throughout the rest of the questionnaire.

Culture refers to the beliefs, values, traditions, ways of behaving, and language of any social group. A social group may be racial, ethnic, religious, etc.

Race or racial background refers to a sub-group of people possessing common physical or genetic characteristics. Examples include White, Black, American Indian, etc.

Ethnicity or ethnic group refers to a specific social group sharing a unique cultural heritage (e.g., customs, beliefs, language, etc.). Two people can be of the same race (i.e., White), but from different ethnic groups (e.g., Irish-American, Italian-American, etc.).

Country refers to groups that have been politically defined; people from these groups belong to the same government (e.g., France, Ethiopia, United States). People of different races (White, Black, Asian) or ethnicities (Italian, Japanese) can be from the same country (United States).

Instructions: Please indicate how descriptive each statement is of you by circling the number corresponding to your response. This is not a test, so there are neither right nor wrong, good nor bad answers.

Indicate how descriptive each statement is of you by circling the number corresponding to your response.	Strongly Disagree	Disagree	Disagree a Little Bit	Agree a Little Bit	Agree	Strongly Agree
1. I would like to join an organization that emphasizes getting to know people from different countries.	<1%	8%	10%	37%	33%	11%
2. Persons with disabilities can teach me things I could not learn elsewhere.	<1%	3%	5%	26%	42%	23%
3. Getting to know someone of another race is generally an uncomfortable experience for me.	42%	36%	8%	7%	5%	<1%
4. I would like to go to events that feature music, food, or traditions from other countries.	<1%	<1%	4%	21%	38%	34%
5. I can best understand someone after I get to know how he/she is both similar to and different from me.	<1%	<1%	3%	20%	50%	25%
6. I am only at ease with people of my race.	51%	29%	9%	5%	4%	<1%
7. I often listen to music of other cultures.	8%	20%	17%	28%	17%	10%
8. Knowing how a person differs from me greatly enhances our friendship.	<1%	5%	11%	34%	35%	14%
9. It's really hard for me to feel close to a person from another race.	52%	29%	10%	5%	3%	<1%
10. I am interested in learning about the many cultures that have existed in this world.	2%	6%	9%	29%	34%	20%
11. In getting to know someone, I like knowing both how he/she differs from me and is similar to me.	<1%	2%	5%	26%	43%	23%
12. It is very important that a friend agrees with me on most issues.	8%	23%	23%	28%	16%	4%
13. I attend events where I might get to know people from different racial backgrounds.	<1%	8%	14%	34%	31%	11%
14. Knowing about the different experiences of other people helps me understand my own problems better.	<1%	3%	7%	32%	39%	18%
15. I often feel irritated by persons of a different race.	56%	25%	8%	6%	3%	<1%

References

Fuertes, J. N., Miville, M. L., Mohr, J. J., Sedlacek, W. E., & Gretchen, D. (2000). Factor structure and short form of the Miville-Guzman Universality-Diversity Scale. *Measurement and Evaluation in Counseling and Development, 33*, 157–169.

Miville, M. L., Gelso, C. J., Pannu, R., Liu, W., Touradji, P., Holloway, P., et al. (1999). Appreciating similarities and valuing differences: The Miville-Guzman Universality-Diversity Scale. *Journal of Counseling Psychology, 46*, 115–124.

**Appendix L: Eastern Illinois University
Senior Citizenship Survey
AY16 (SU15, FA15, SP16) Report**

Students were given this on-line survey as part of their senior seminar course. Students cannot be identified; all information is self-reported.

1026 participants

Demographics

Ethnicity

- 1% Asian/Pacific Islander
- 13% Black /Non-Hispanic
- 4% Hispanic
- 78% White/Non-Hispanic
- <1% Native American
- 3% Bi-racial/Multi-racial

99.9% US citizens; <1% non-US citizens

Gender

- 61% Female
- 38% Male
- <1% Transgender

Geographic background

- 16% Urban
- 39% Suburban
- 45% Rural/small town

Which statement best describes the community in which you were raised? (check only one)

- 62% Most people were of the same race/ethnicity.
- 9% There were two distinct racial/ethnic groups.
- 29% The community was multiracial and ethnically diverse.

Voting Habits

Are you registered to vote?

- 79% Yes, I'm registered to vote
- 21% No, I'm 18 or older, but I am not registered to vote

Which of the following statements best describes your voting habits?

- 2% I only vote in school elections.
- 21% I only vote in national elections
- 32% I vote in Local/State/National elections
- 13% I vote in school and Local/State/National elections
- 32% I do not vote

Politically, do you consider yourself:

- 4% Very liberal
- 18% Liberal
- 27% Moderate
- 20% Conservative
- 3% Very conservative
- 24% I do not know
- 5% None of the above

My Eastern education taught me to consider multiple perspectives when making decisions

- 33% strongly agree
- 62% agree
- 4% disagree
- <1% strongly disagree

Co-curricular Activities

Activities and Organizations	Number of Students	Percentage
Service RSO	146	14%
Sorority/Fraternity	248	24%
Volunteer work, not RSO	287	28%
Religious organization	121	12%
Organization related to major	365	35%
Housing organization	66	6%
Athletic team	86	8%
Intramurals	271	26%
Musical group (band/choir) or theatre production	33	3%
Interest-related RSO (hobbies, culture, etc.)	138	13%
DEN/Warbler/WEIU (radio or TV)	22	2%
Honor society	190	18%
Student government	26	2%
RSO related to culture or identity (BSU, PRIDE, LASO, etc.)	56	5%
Other	58	6%
I have not actively participated in any organizations connected to EIU	264	26%

**Political and Social Involvement Scale
(Wabash National Study of Liberal Arts Education)**

General Instructions: For each question below, circle the number corresponding to the response that most closely indicates what you think or feel. There is neither a right nor wrong answer to any question. Please do your best to provide complete information. Your identity and responses will be held in strict confidence.

How important to you personally is each of the following?	Not Important	Somewhat Important	Very Important	Essential
J. Becoming a community leader	13%	37%	36%	15%
K. Becoming involved in activities that preserve and enrich the environment	4%	35%	42%	19%
L. Helping others who are in difficulty	<1%	12%	46%	41%
M. Keeping up to date with political affairs	11%	44%	31%	14%
N. Developing a meaningful philosophy of life	4%	22%	40%	34%
O. Helping to promote racial understanding	5%	29%	41%	25%
P. Influencing the political structure	18%	48%	26%	8%
Q. Integrating spirituality into my life	16%	27%	29%	28%
R. Volunteering in my community	3%	29%	45%	23%

Miville-Guzman Universality-Diversity Scale-Short Form, (M-GUDS-S)

The following items are statements using several terms that are defined below for you. Please refer to these definitions throughout the rest of the questionnaire.

Culture refers to the beliefs, values, traditions, ways of behaving, and language of any social group. A social group may be racial, ethnic, religious, etc.

Race or racial background refers to a sub-group of people possessing common physical or genetic characteristics. Examples include White, Black, American Indian, etc.

Ethnicity or ethnic group refers to a specific social group sharing a unique cultural heritage (e.g., customs, beliefs, language, etc.). Two people can be of the same race (i.e., White), but from different ethnic groups (e.g., Irish-American, Italian-American, etc.).

Country refers to groups that have been politically defined; people from these groups belong to the same government (e.g., France, Ethiopia, United States). People of different races (White, Black, Asian) or ethnicities (Italian, Japanese) can be from the same country (United States).

Instructions: Please indicate how descriptive each statement is of you by circling the number corresponding to your response. This is not a test, so there are neither right nor wrong, good nor bad answers.

Indicate how descriptive each statement is of you by circling the number corresponding to your response.	Strongly Disagree	Disagree	Disagree a Little Bit	Agree a Little Bit	Agree	Strongly Agree
16. I would like to join an organization that emphasizes getting to know people from different countries.	2%	6%	9%	38%	31%	14%
17. Persons with disabilities can teach me things I could not learn elsewhere.	1%	2%	3%	18%	42%	32%
18. Getting to know someone of another race is generally an uncomfortable experience for me.	37%	33%	11%	10%	5%	1%
19. I would like to go to events that feature music, food, or traditions from other countries.	1%	2%	5%	23%	42%	27%
20. I can best understand someone after I get to know how he/she is both similar to and different from me.	1%	2%	5%	27%	44%	21%
21. I am only at ease with people of my race.	46%	31%	9%	7%	4%	2%
22. I often listen to music of other cultures.	8%	19%	15%	26%	20%	10%
23. Knowing how a person differs from me greatly enhances our friendship.	2%	5%	13%	34%	34%	12%
24. It's really hard for me to feel close to a person from another race.	44%	34%	10%	6%	3%	2%
25. I am interested in learning about the many cultures that have existed in this world.	2%	4%	8%	27%	37%	24%
26. In getting to know someone, I like knowing both how he/she differs from me and is similar to me.	<1%	3%	7%	28%	42%	19%
27. It is very important that a friend agrees with me on most issues.	13%	28%	21%	24%	11%	3%
28. I attend events where I might get to know people from different racial backgrounds.	4%	11%	19%	31%	25%	10%
29. Knowing about the different experiences of other people helps me understand my own problems better.	2%	3%	9%	31%	38%	17%
30. I often feel irritated by persons of a different race.	44%	31%	11%	8%	4%	2%

References

Fuertes, J. N., Miville, M. L., Mohr, J. J., Sedlacek, W. E., & Gretchen, D. (2000). Factor structure and short form of the Miville-Guzman Universality-Diversity Scale. *Measurement and Evaluation in Counseling and Development*, 33, 157–169.

Miville, M. L., Gelso, C. J., Pannu, R., Liu, W., Touradji, P., Holloway, P., et al. (1999). Appreciating similarities and valuing differences: The Miville-Guzman Universality-Diversity Scale. *Journal of Counseling Psychology*,

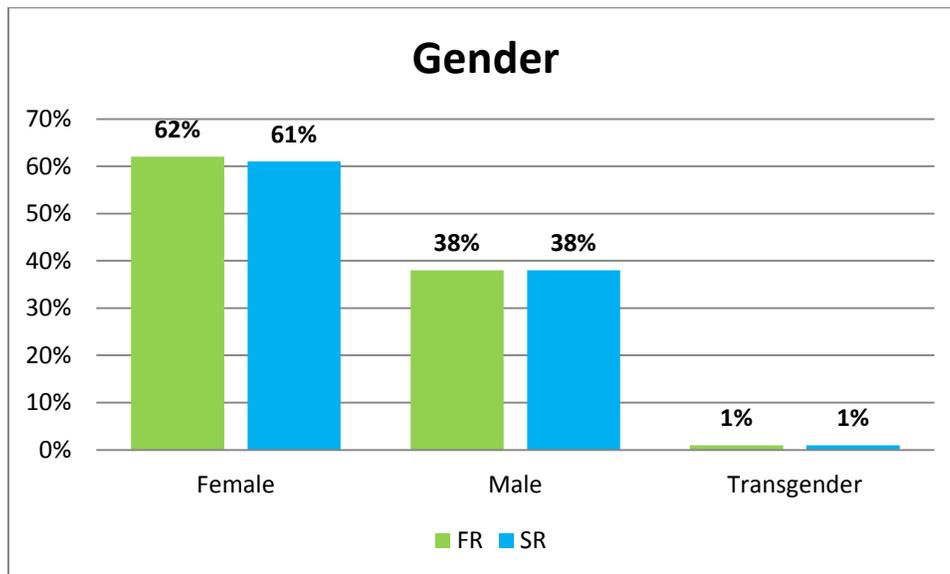
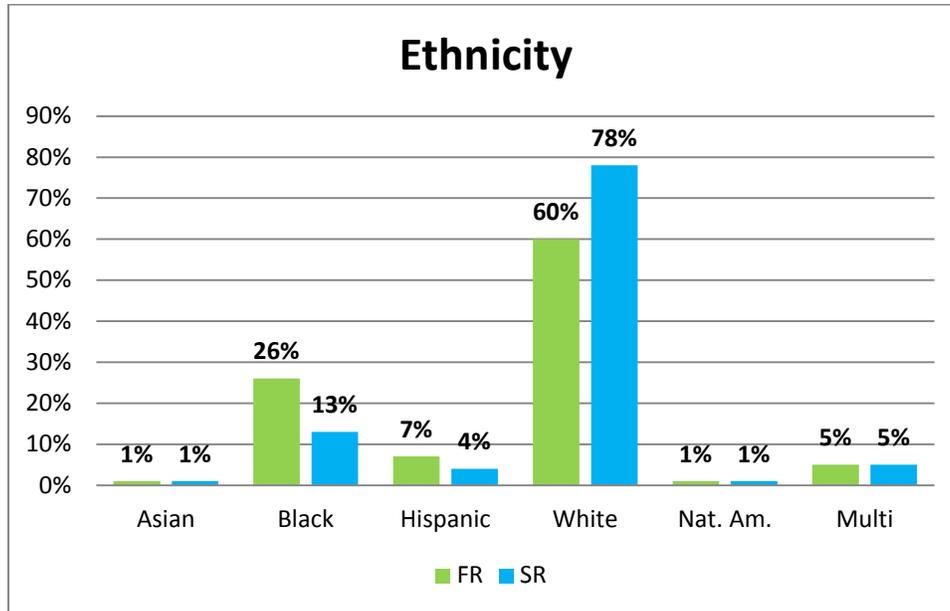
Appendix M: Eastern Illinois University Citizenship Survey Freshman & Senior Results Compared AY16 (SU15, FA15, SP16) Report

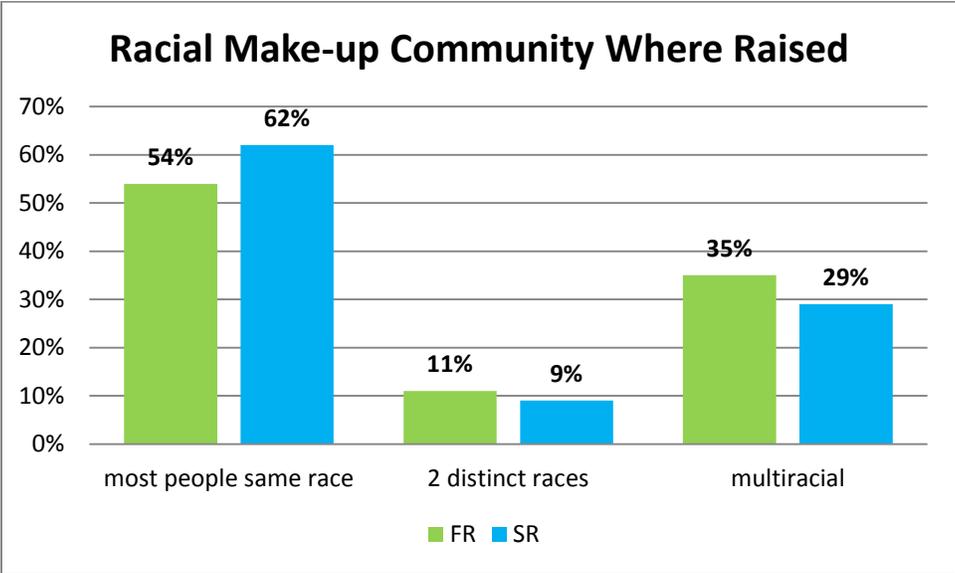
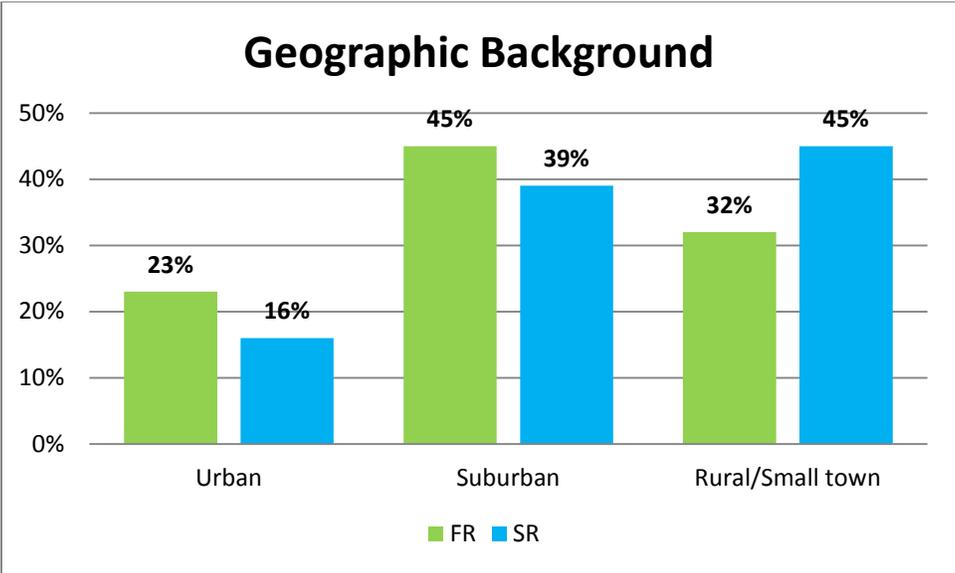
Freshman students were given this survey when they came to campus for orientation in the summer. Surveys were conducted in one of the campus computer labs. Seniors took the survey as part of their senior seminar class; it is an on-line survey. Students cannot be identified; all information is self-reported.

1091 FR participants

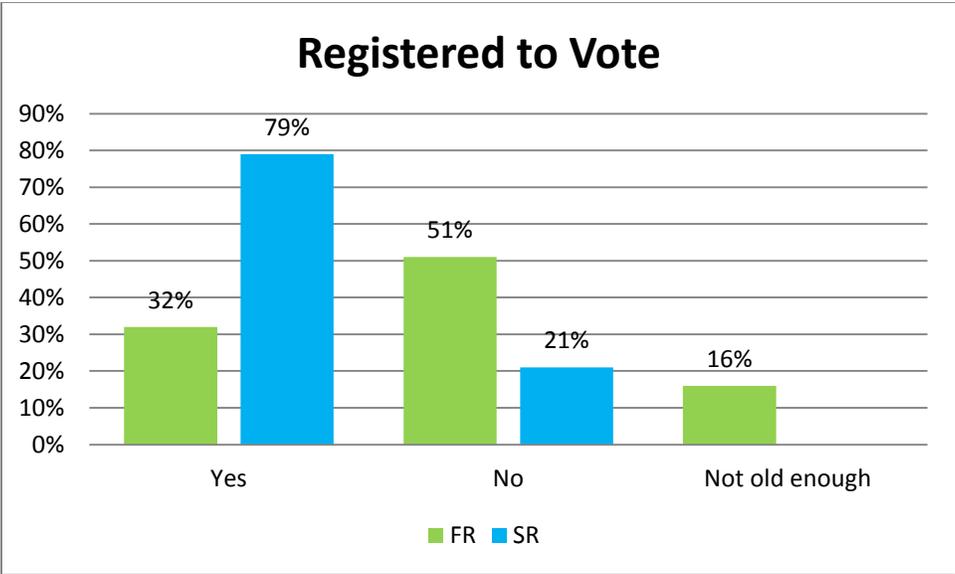
1026 SR participants

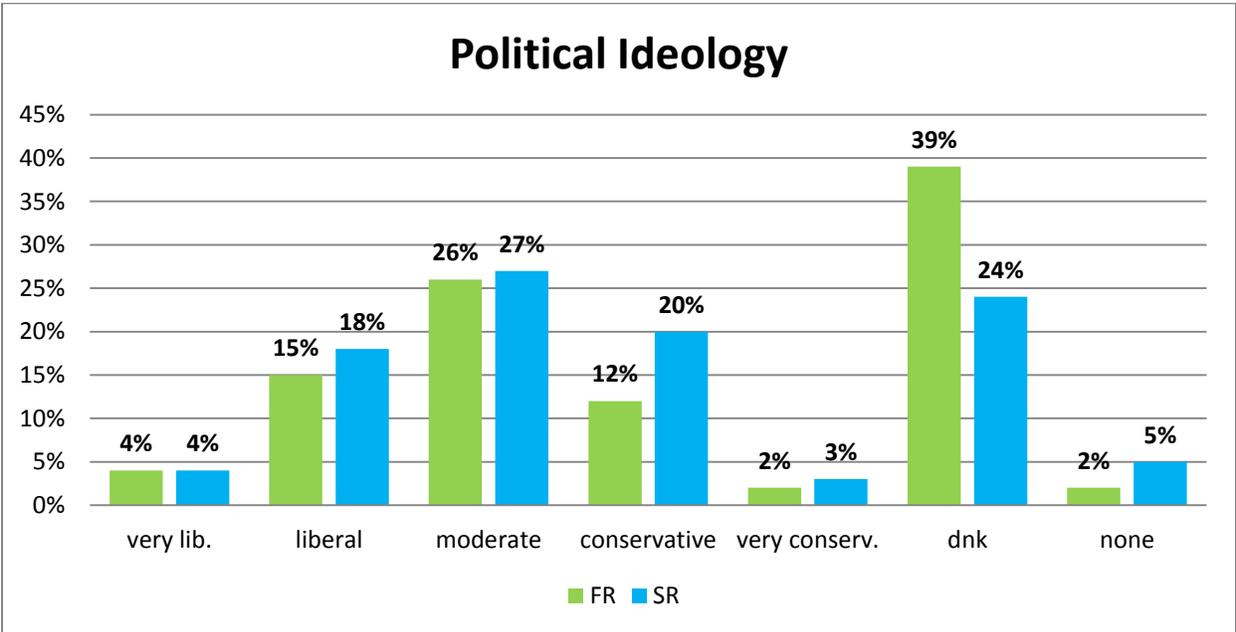
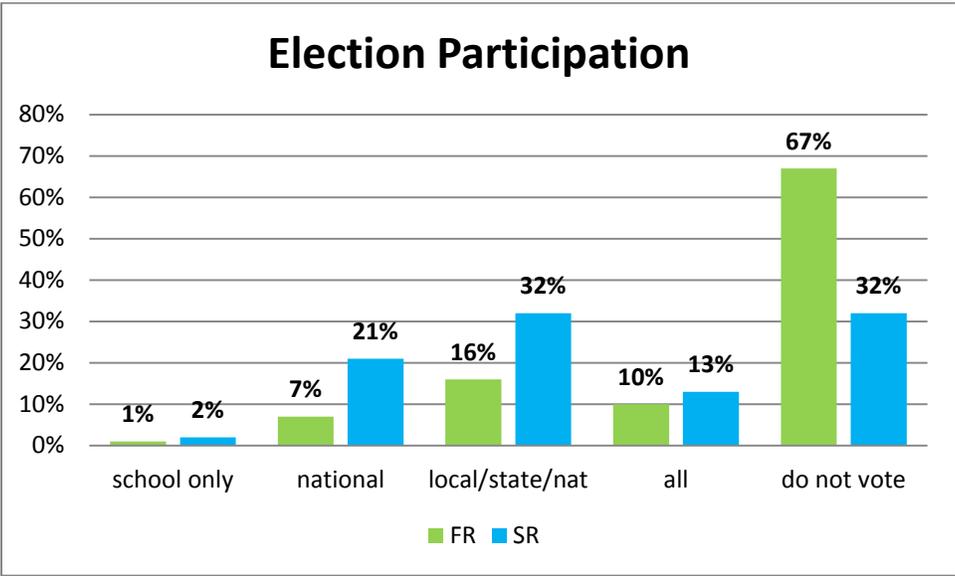
Demographics





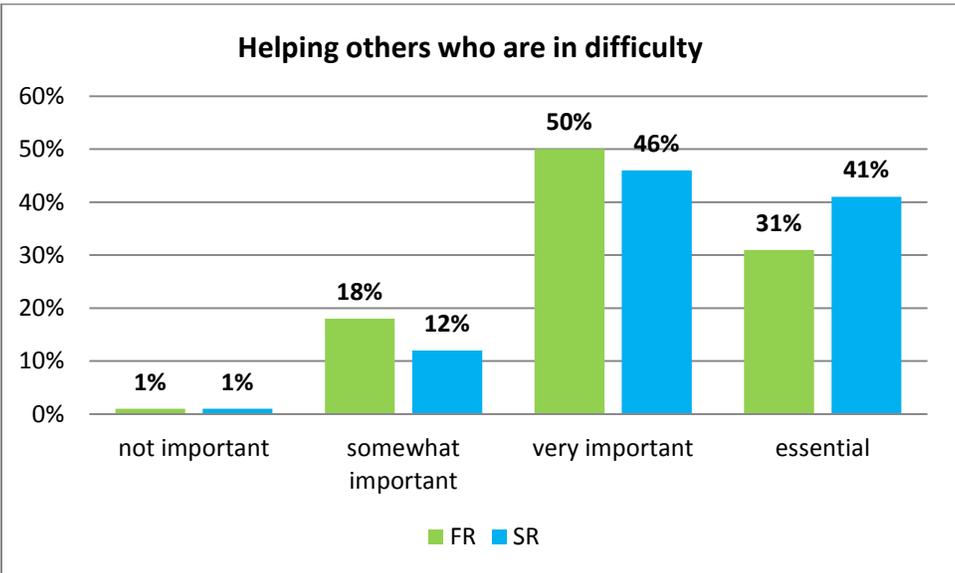
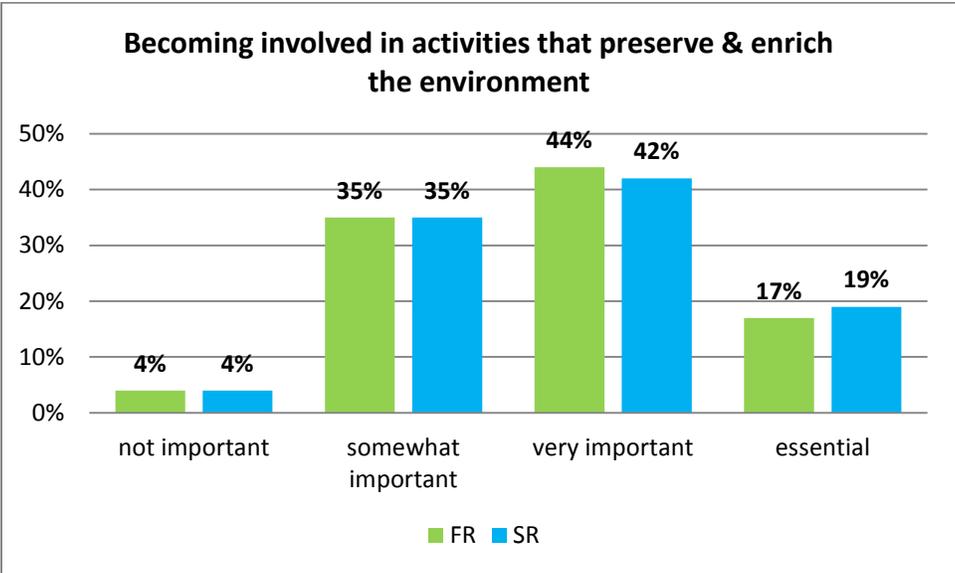
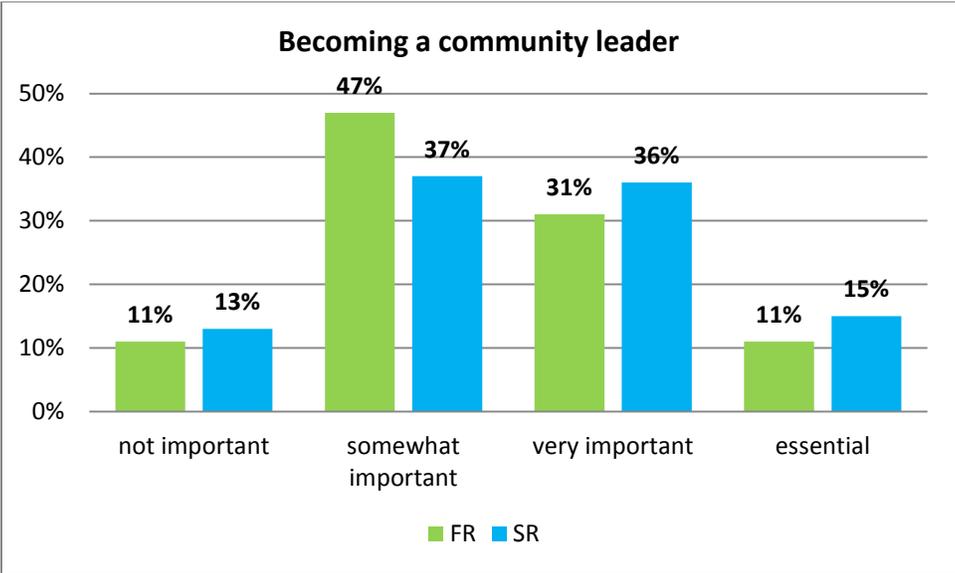
Voting Habits

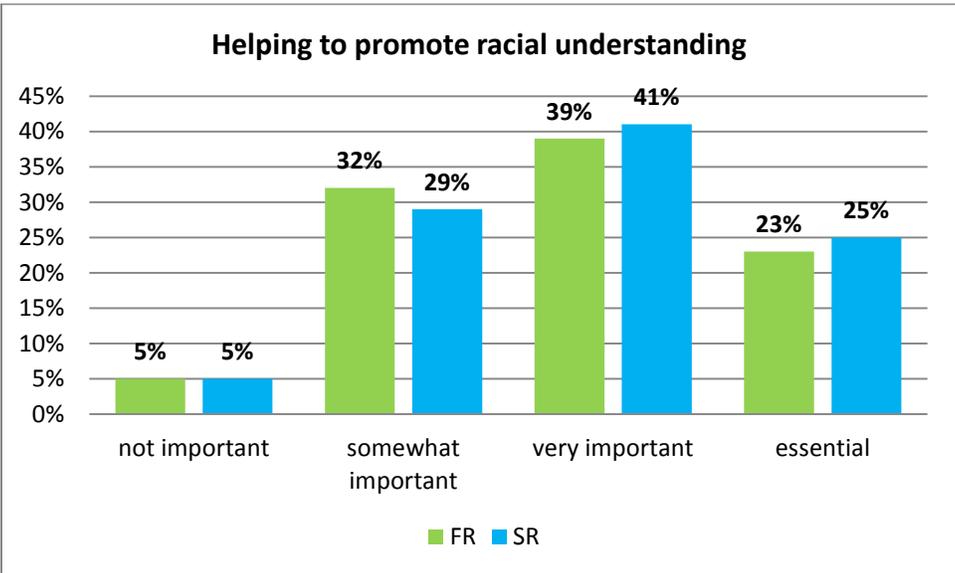
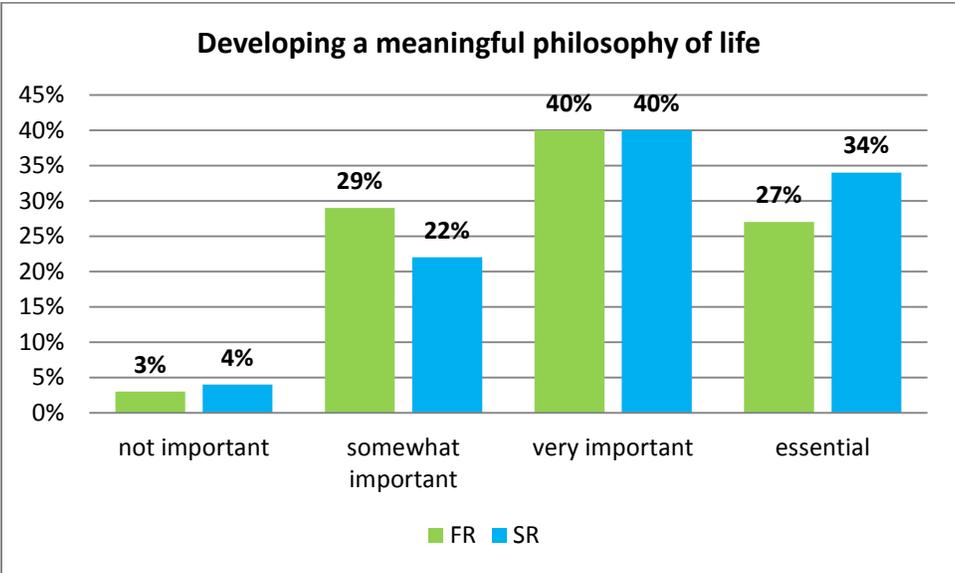
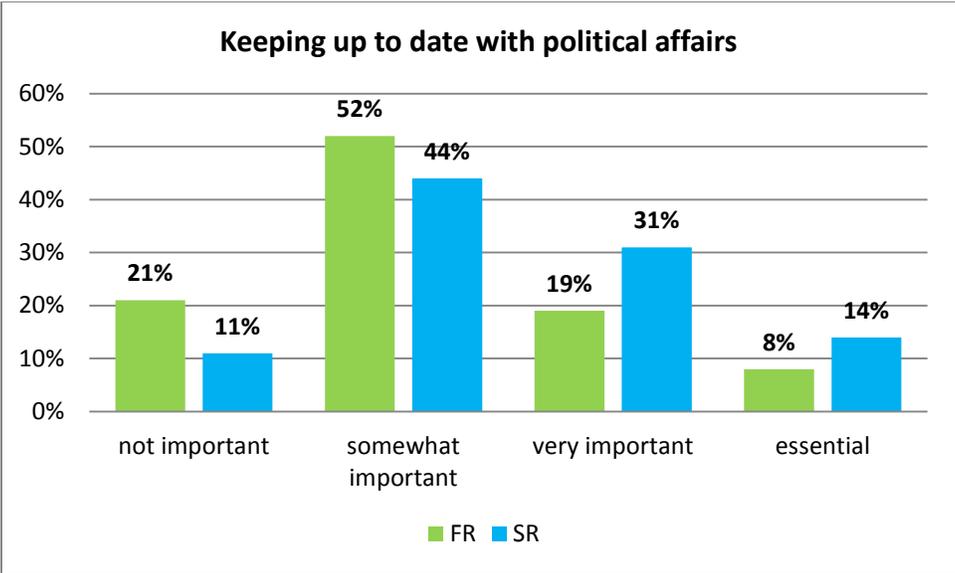


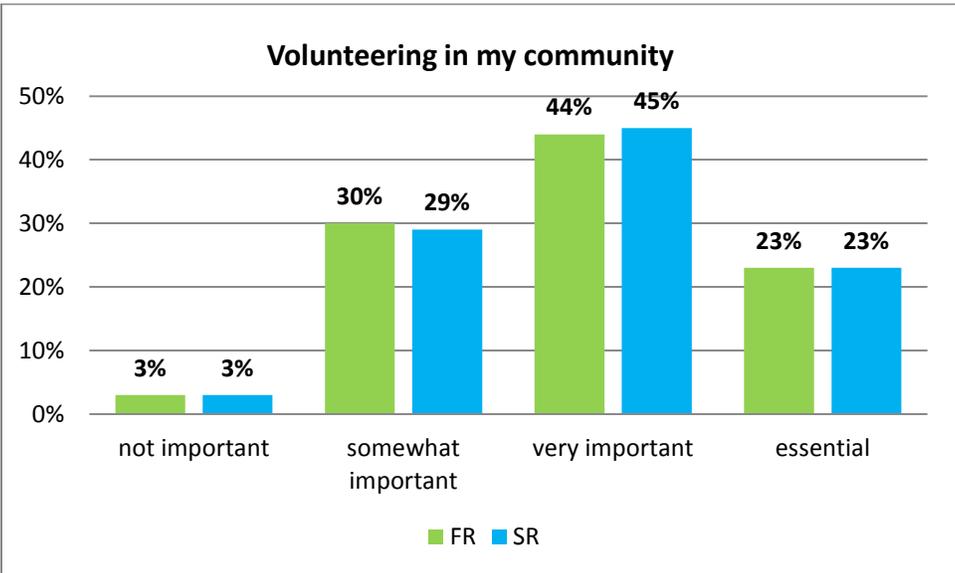
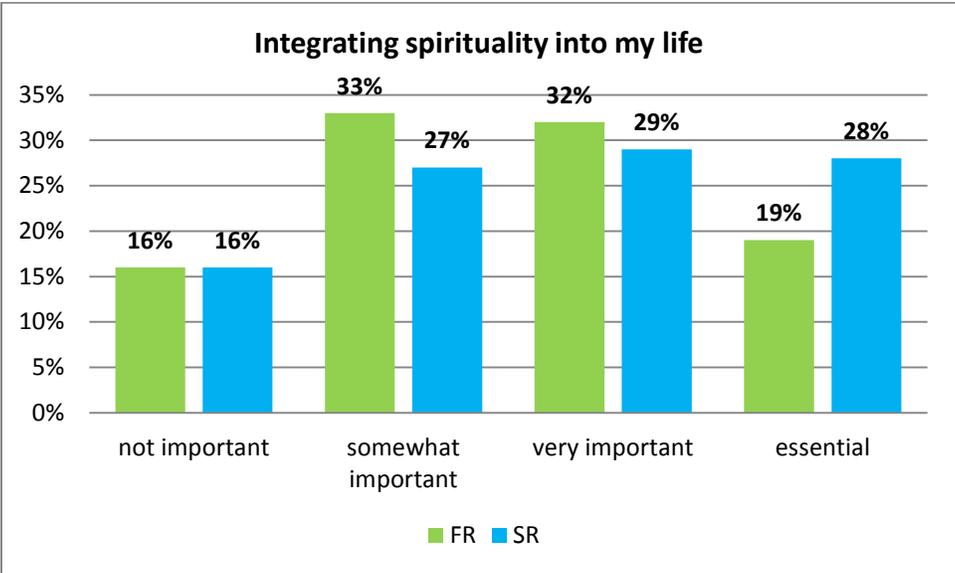
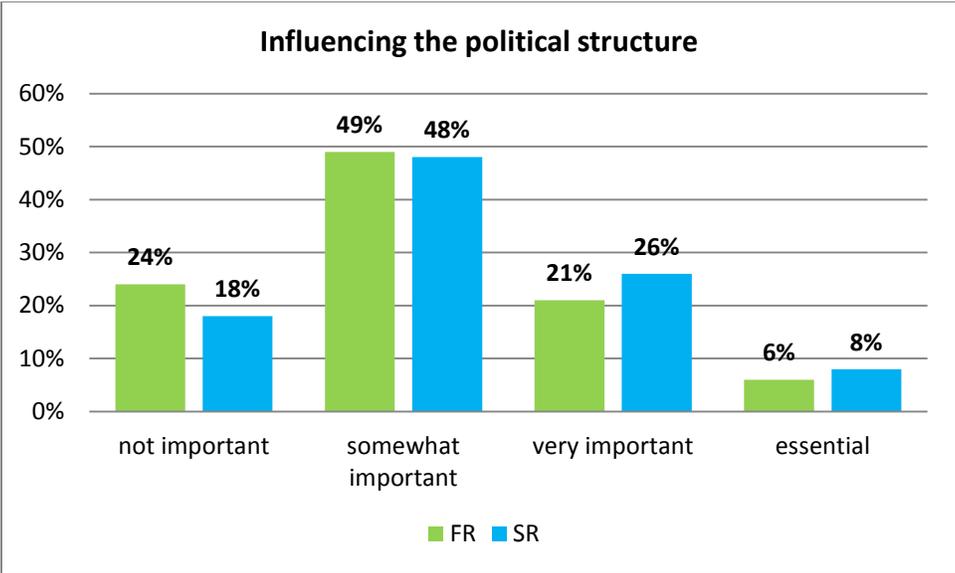


Political and Social Involvement Scale
(Wabash National Study of Liberal Arts Education)

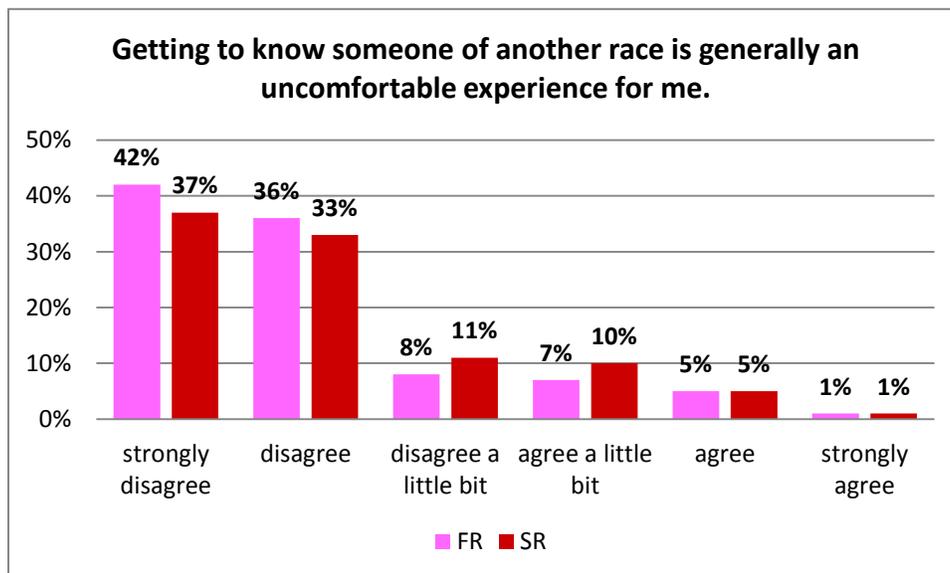
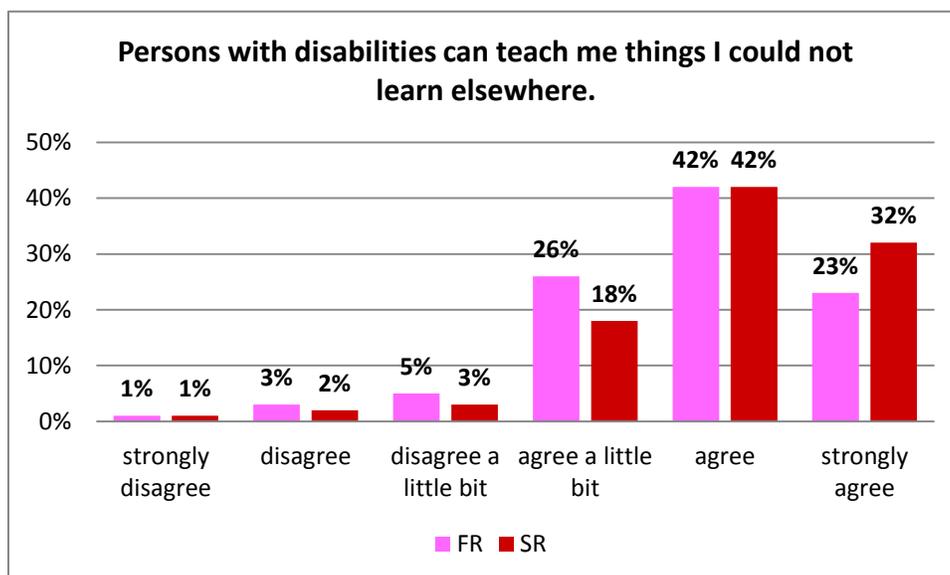
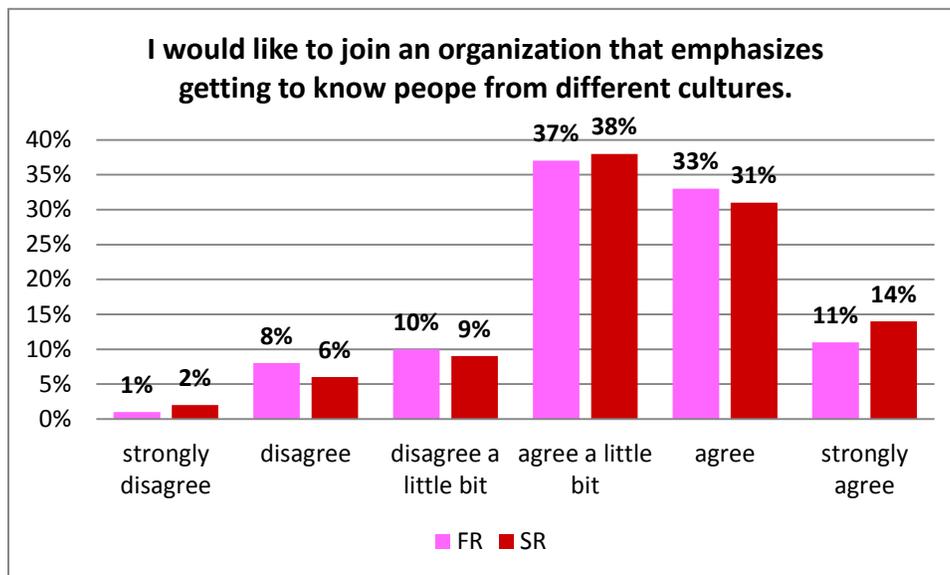
Students are asked to choose the response that most closely indicates what they think or feel. They are asked how important is each of the following activities.

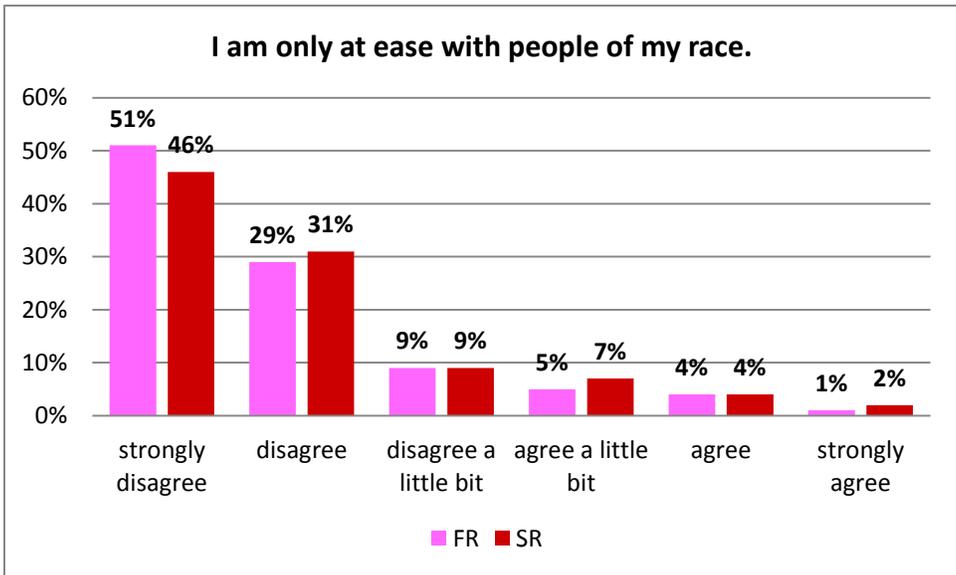
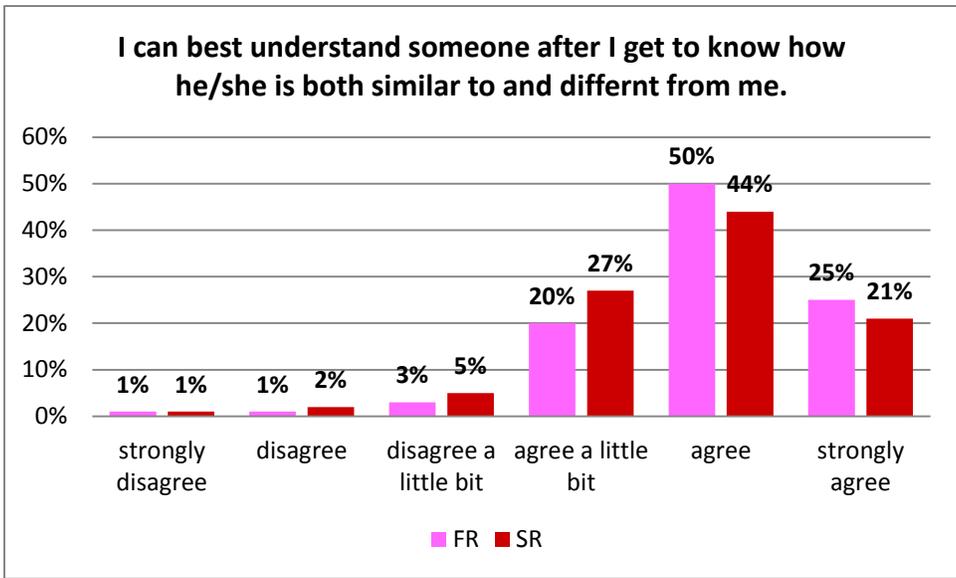
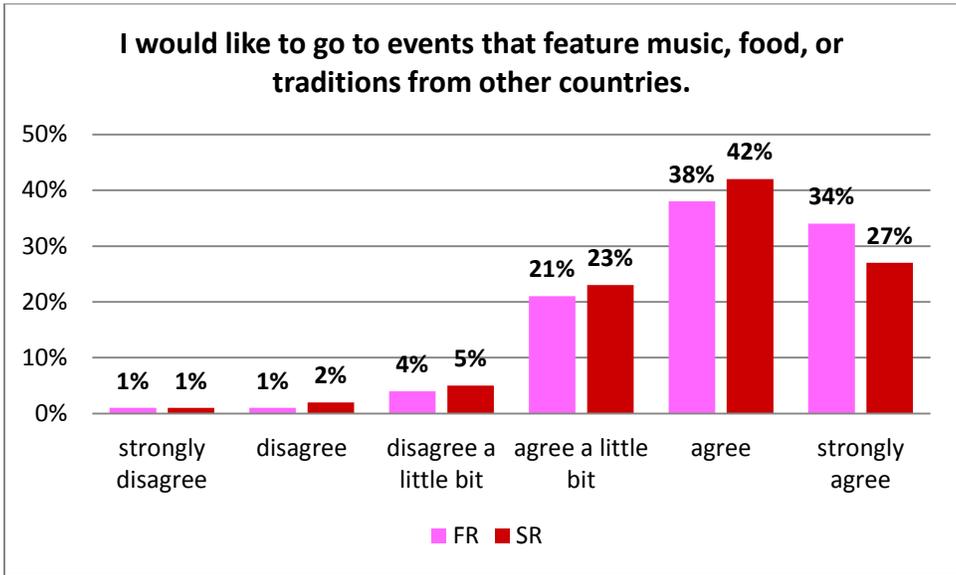


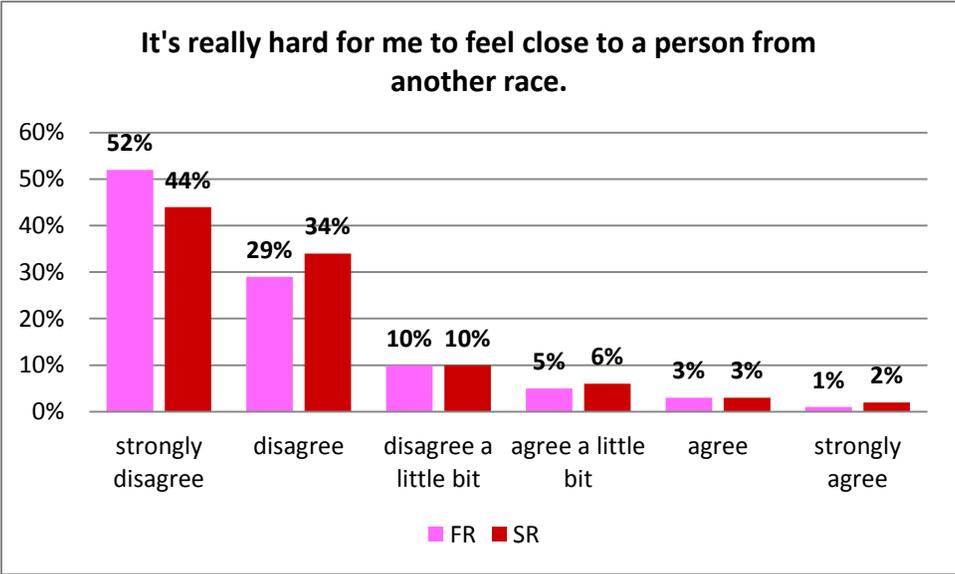
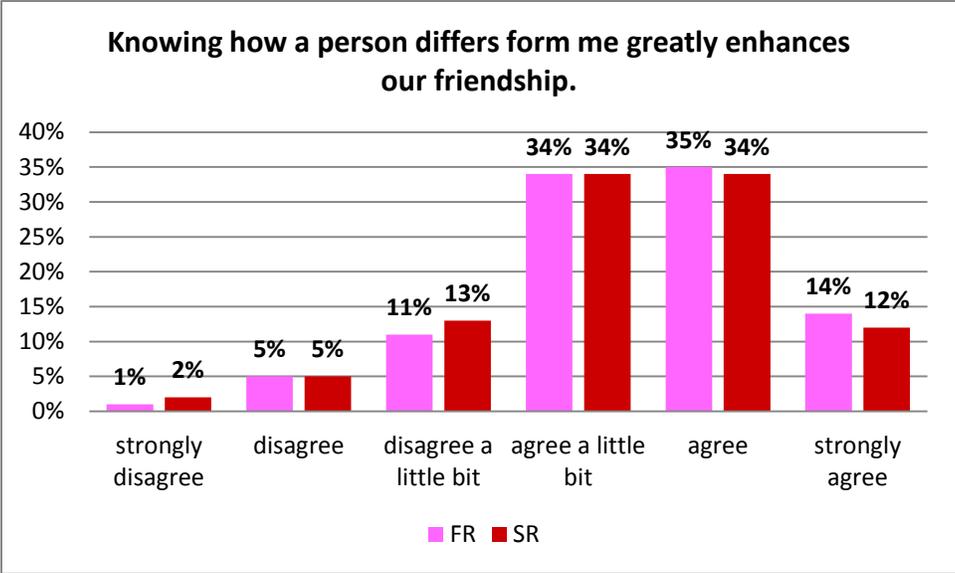
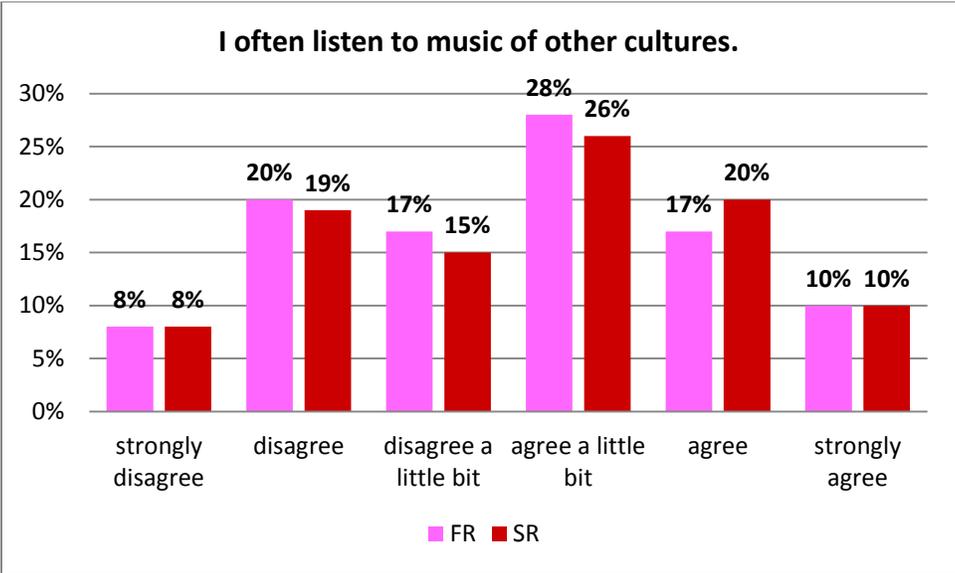


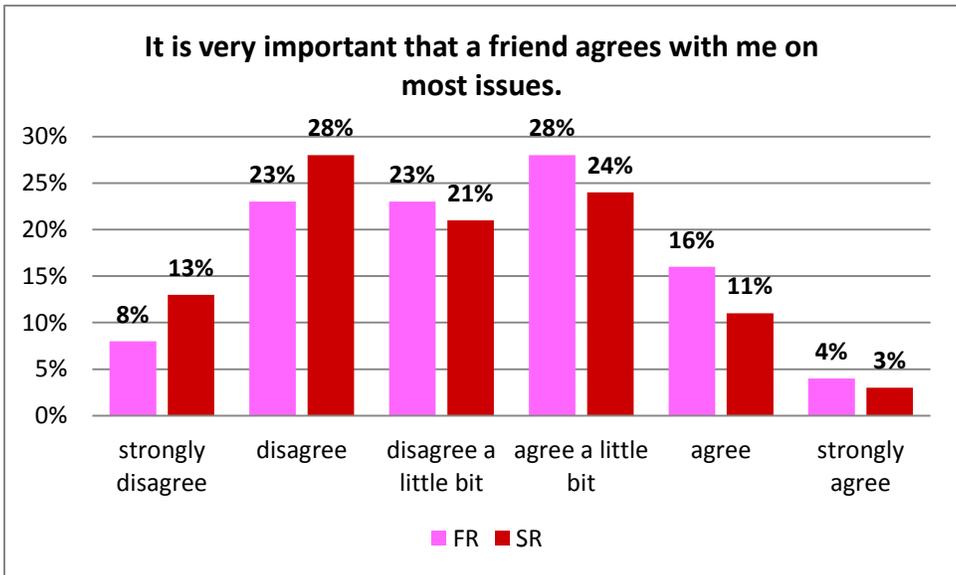
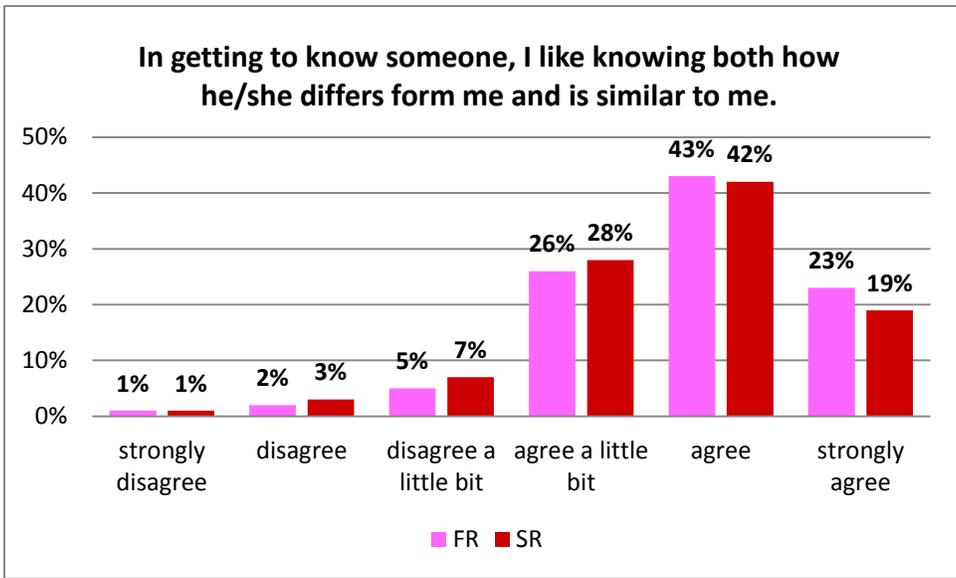
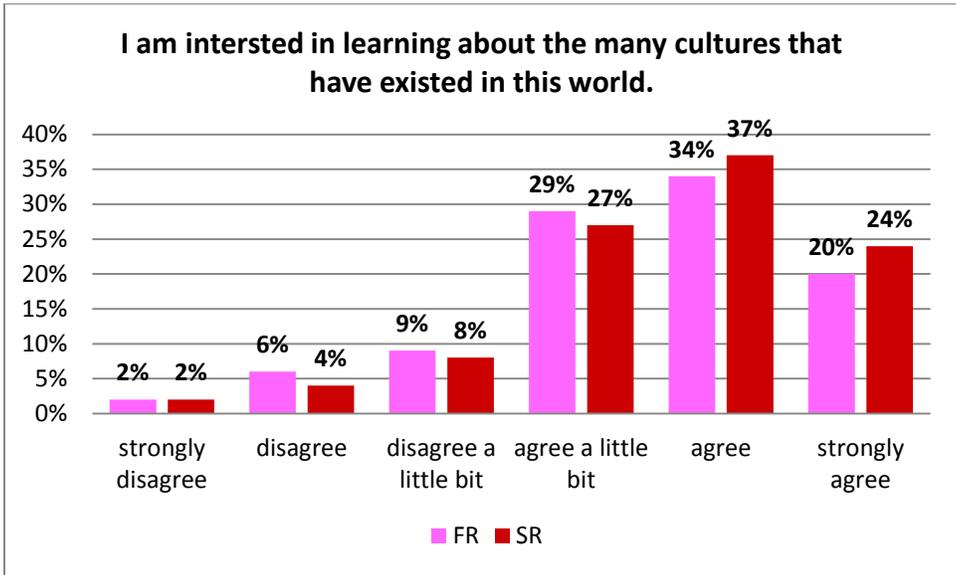


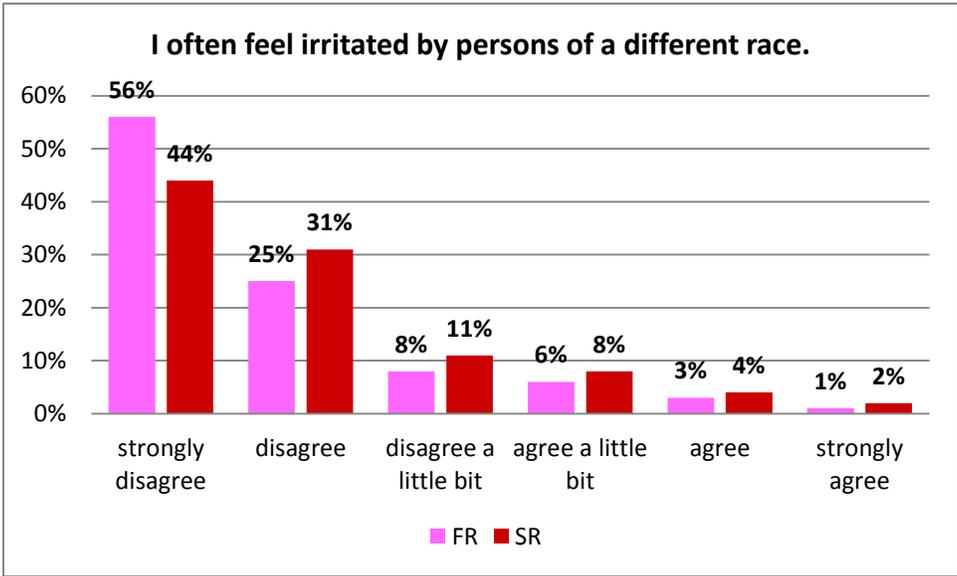
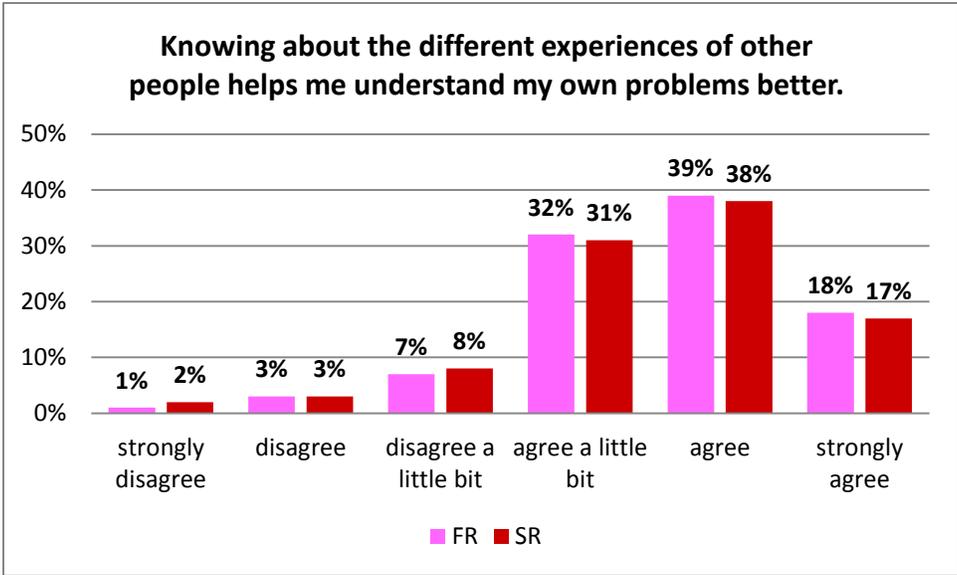
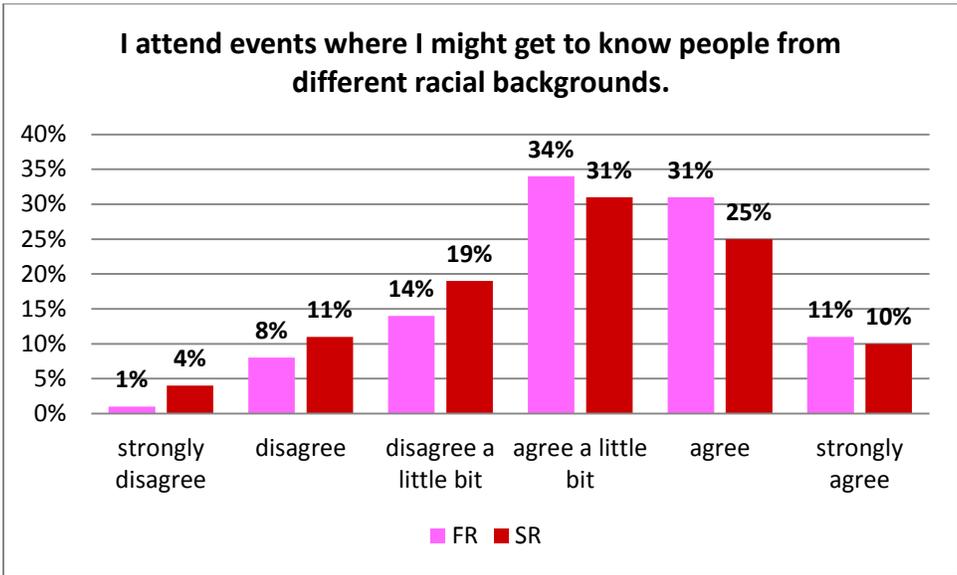
Miville-Guzman Universality-Diversity Scale-Short Form, (M-GUDS-S)











Appendix N: Speaking Across the Curriculum Report Data Summer 2005-Spring 2016

At the University level, speaking data are collected in two required general education courses: at the 1000 level in CMN 1310G and at the senior level in the senior seminar courses. The following chart offers the speaking data collected over time from the freshman level course. Scores are based on the 4-point Likert scale adopted by Eastern wherein 4=highly competent; 3=competent; 2=minimally competent; and 1=not competent. Scores come from instructors who have given the assignment in the respective courses.

Freshman Holistic Scores by Academic Year (CMN 1310G)

	4-Highly Competent	3-Competent	2-Minimally Competent	1—Not Competent	Total³
Fall 2003	118	429	185	4	746
Spring 2004	145	361	152	18	676
Total AY04	263 (18%)	790 (56%)	337 (24%)	22 (2%)	1,422
Summer 2004	9	18	2	1	30
Fall 2004	290	543	216	12	1,093
Spring 2005	152	257	82	7	516
Total AY05	451 (28%)	818 (50%)	302 (18%)	20 (1%)	1,639
Summer 2005	9	16	7	0	32
Fall 2005	178	423	145	6	791
Spring 2006	177	313	107	6	653
Total AY06	364 (25%)	52 (51%)	259 (18%)	12 (1%)	1,476
Summer 2006	0	16	14	0	31
Fall 2006	198	398	123	4	806
Spring 2007	145	244	119	2	542
Total AY07	343 (25%)	658 (48%)	256 (19%)	6 (0%)	1,369
Summer 2007	4	21	5	0	30
Fall 2007	240	401	70	8	774
Spring 2008	154	328	98	6	613
Total AY08	398 (28%)	750 (53%)	173 (12%)	14 (4%)	1,417
Summer 2008	5	22	7	0	37
Fall 2008	253	491	121	2	880
Spring 2009	153	291	85	8	542
Total AY09	411 (28%)	804 (55%)	213 (15%)	10 (4%)	1,459

³ This column may include forms submitted without an overall holistic score.

	4-Highly Competent	3-Competent	2-Minimally Competent	1—Not Competent	Total ⁴
Summer 2009	3	8	5	0	18
Fall 2009	251	488	81	4	827
Spring 2010	188	347	54	4	594
Total AY10	442 (31%)	843 (59%)	140 (10%)	8 (<1%)	1,439
Summer 2010	10	17	4	0	31
Fall 2010	221	419	113	4	57
Spring 2011	149	245	61	1	456
Total AY11	380 (31%)	681 (55%)	178 (14%)	5 (<1%)	1,244
Summer 2011	8	14	11	1	34
Fall 2011	196	460	110	9	775
Spring 2012	146	216	57	4	423
Total AY12	350 (28%)	690 (56%)	178 (14%)	14 (1%)	1,232
Summer 2012	0	15	0	0	15
Fall 2012	185	417	100	9	711
Spring 2013	157	228	43	5	433
Total AY13	342 (30%)	660 (57%)	154 (12%)	14 (1%)	1,159
Summer 2013	7	20	11	1	39
Fall 2013	194	364	135	7	782
Spring 2014	98	268	63	7	439
Total AY14	299 (25%)	652 (56%)	209 (18%)	15 (1%)	1,269
Summer 2014	4	10	4	0	18
Fall 2014	160	329	78	7	574
Spring 2015	132	205	47	5	389
Total AY 15	296 (30%)	544 (55%)	129 (13%)	12 (1%)	981
Summer 2015					
Fall 2015					
Spring 2015					
Total AY 16					

⁴ This column may include forms submitted without an overall holistic score.

Senior Holistic Scores by Academic Year (EIU 41XX)

	4-Highly Competent	3-Competent	2-Minimally Competent	1—Not Competent	Total⁵
FA04	249	266	25	0	545
SP05	328	320	48	4	770
Total AY05	577 (44%)	586 (45%)	73 (6%)	4 (<1%)	1315
SU05	245	319	36	0	610
FA05	283	273	13	0	578
SP06	437	516	29	6	1052
Total AY06	965 (43%)	1108 (49%)	78 (3%)	6 (0%)	2,240
SU06	283	309	38	0	652
FA06	275	338	21	6	690
SP07	470	362	30	0	871
Total AY07	1028 (46%)	1009 (46%)	89 (4%)	6 (0%)	2,213
SU07	376	279	23	1	684
FA07	363	324	54	1	759
SP08	412	314	22	0	767
Total AY08	1,151 (52%)	917 (41%)	99 (4%)	2 (0%)	2,210
SU08	343	219	7	1	574
FA08	437	227	41	1	711
SP09	496	347	42	2	889
Total AY09	1,276 (59%)	793 (36%)	90 (4%)	4 (<1%)	2,174
SU09	312	231	11	0	556
FA09	498	245	18	0	767
SP10	465	341	31	2	842
Total AY10	1,275 (59%)	817 (38%)	60 (3%)	2 (<1%)	2,165
SU10	389	203	27	0	619
FA10	494	260	44	3	801
SP11	573	237	14	0	824
Total AY11	1,456 (65%)	700 (31%)	85 (4%)	3 (<1%)	2,244
SU11	311	249	20	0	580
FA11	390	272	31	0	693
SP12	569	323	26	1	919
Total AY12	1270 (58%)	844 (39%)	77 (4%)	1 (<1%)	2192

⁵ This column may include forms submitted without an overall holistic score.

4-Highly Competent	3-Competent	2-Minimally Competent	1—Not Competent	Total ⁶	4-Highly Competent
SU12	319	193	14	0	526
FA12	525	308	23	2	858
SP13	564	252	17	1	834
Total AY13	1408 (63%)	753 (34%)	54 (2%)	3 (<1%)	2218
SU13	243	179	16	0	520
FA13	509	183	16	1	813
SP14	505	272	18	0	799
Total AY14	1257 (65%)	634 (33%)	50 (<1%)	1 (<1%)	2132
SU14	256	146	9	1	412
FA14	466	240	33	2	741
SP15	492	209	20		721
Total AY15	1214 (65%)	595 (32%)	62 (3%)	3 (<1%)	1874
SU15					
FA15					
SP16					
Total AY16					

Trait	AY15 CMN 1310 Average	+/- Previous AY	EIU 4### Average	+/- Previous AY
Organization	3.32	+0.01	3.64	+0.01
Language	3.24	+0.17	3.67	NC
Material (Content)	3.11	+0.13	3.61	+0.03
Analysis	3.18	+0.04	3.56	NC
Nonverbal Delivery	3.05	+0.08	3.51	+0.06
Verbal Delivery	3.06	+0.02	3.52	+0.03
Holistic Score	3.15	+0.10	3.61	-0.01

⁶ This column may include forms submitted without an overall holistic score.

**Appendix O: Longitudinal Data⁷ on
Eastern Illinois University's
University Foundations Course (Freshman Seminar)**

Total Number of First-time Freshmen

Year⁸	Number of Students Participating in UF	Number of Students Not Participating in UF	Total First-time Freshmen⁹	Percentage of Class in UF
2011	583	777	1,360	43%
2012	553	681	1,234	45%
2013	555	699	1,254	44%
2014	486	577	1,063	46%
2015	514	571	1,111	46%

Like FA14, in FA15 all EIU's special population admits were required to take UF: 166 students were in Gateway; 38 in ACE; 31 SIHL, so 235 students were required to take the course, and 279 students elected to enroll.

Gender Breakdown

Year	UF Males	Total First-Time Freshman Males	UF Females	Total First-time Freshman Females
2011	33%	37%	67%	63%
2012	32%	36%	68%	64%
2013	34%	36%	66%	64%
2014	36%	39%	64%	61%
2015	35%	37%	65%	63%

Ethnic Background Breakdown

Year	UF Minority	UF White	Total First-Time Freshman Minority	Total Freshman White
2011	44%	52%	29%	68%
2012	52%	46%	34%	64%
2013	50%	50%	33%	67%
2014	51%	48%	35%	65%
2015	59%	41%	43%	57%

⁷ All data was provided by the Office of Planning and Institutional Studies.

⁸ Freshman Seminar was a one credit hour course for the first 8 weeks of the semester from 1995-1999. In Fall 2000 a pilot of the 2-credit hour course was offered with 14 sections of the course team-taught.

⁹ The total may include summer students as well as new freshmen for fall.

Retention Rates

Years	University Foundations Students Returning Fall (not Gateway/SIHL) ¹⁰	Gateway Students Enrolled in UF Returning Fall	BOOST/SIHL Students Enrolled in UF Returning Fall	Non-University Foundations Students Returning Fall
Fall 2010-Fall 2011	79%	70%	79%-BOOST	80%
Fall 2011-Fall 2012	80%	72%	87%-BOOST	81%
Fall 2012-Fall 2013	78%	63%	NA	85%
Fall 2013-Fall 2014	77%	66%	61%	81%
Fall 2014-Fall 2015	75%	66%	63%	82%
Average	81%	74%	62%	80%

Cumulative GPA after First Three Semesters

Year	University Foundations Students ¹¹	Gateway Students in UF	BOOST/SIHL Students in UF ¹²	Non-University Foundations Students
2010	2.81	2.57	2.46	2.90
2011	2.79	2.51	2.36	2.93
2012	2.86	2.58	NA	2.96
2013	2.83	2.53	2.32	2.92
2014	2.82	2.59	2.59	2.95
Average	2.79	2.48	2.46	2.88

Percentage of Students on Probation after First Year

Year	University Foundations Students ⁹	Gateway Students	BOOST/SIHL Students	Non-University Foundations Students
2010	7%	5%	16%	6%
2011	6%	4%	20%	4%
2012	4%	4%	NA	5%
2013	6%	5%	7%	5%
2014	6%	5%	14%	5%

¹⁰ These percentages include BOOST students until the Fall 2009-Fall 2010 year when BOOST were broken out as we do the Gateway data. The BOOST program ended with the FA11 cohort.

¹¹ Includes the BOOST students from 2005 through 2008. Includes SIHL for 2013.

¹² SIHL began in 2012; these students were allowed to take UF starting FA13 and were required in FA14.

The SIHL students from 2013 who did not take UF had a 14% probation rate after their first year. UF was required for SIHL in FA14 and FA15.

Percentage with a Declared Major after First Year

Year	University Foundations Students ⁹	Non-University Foundation Students	Gateway Students	BOOST/SIHL
2010	68%	74%	64%	59%
2011	73%	74%	69%	83%
2012	73%	79%	61%	NA
2013	70%	78%	60%	50%
2014	66%	78%	63%	60%

2013 students who did not enroll in UF were at 45% with a chosen major by the end of their first year.

First-Time Freshman ACT Scores

	Non-UF	UF ¹³	Non-UF	UF	Non-UF	UF	Non-UF	UF
	<18	<18	19-20	19-20	21-25	21-25	>26	>26
2011	5%	19%	26%	28%	49%	47%	20%	6%
2012	3%	41%	21%	26%	53%	29%	23%	4%
2013	5%	13%	18%	32%	53%	50%	24%	5%
2014	3%	41%	20%	22%	51%	32%	26%	5%
2015	5%	41%	19%	26%	51%	28%	26%	5%

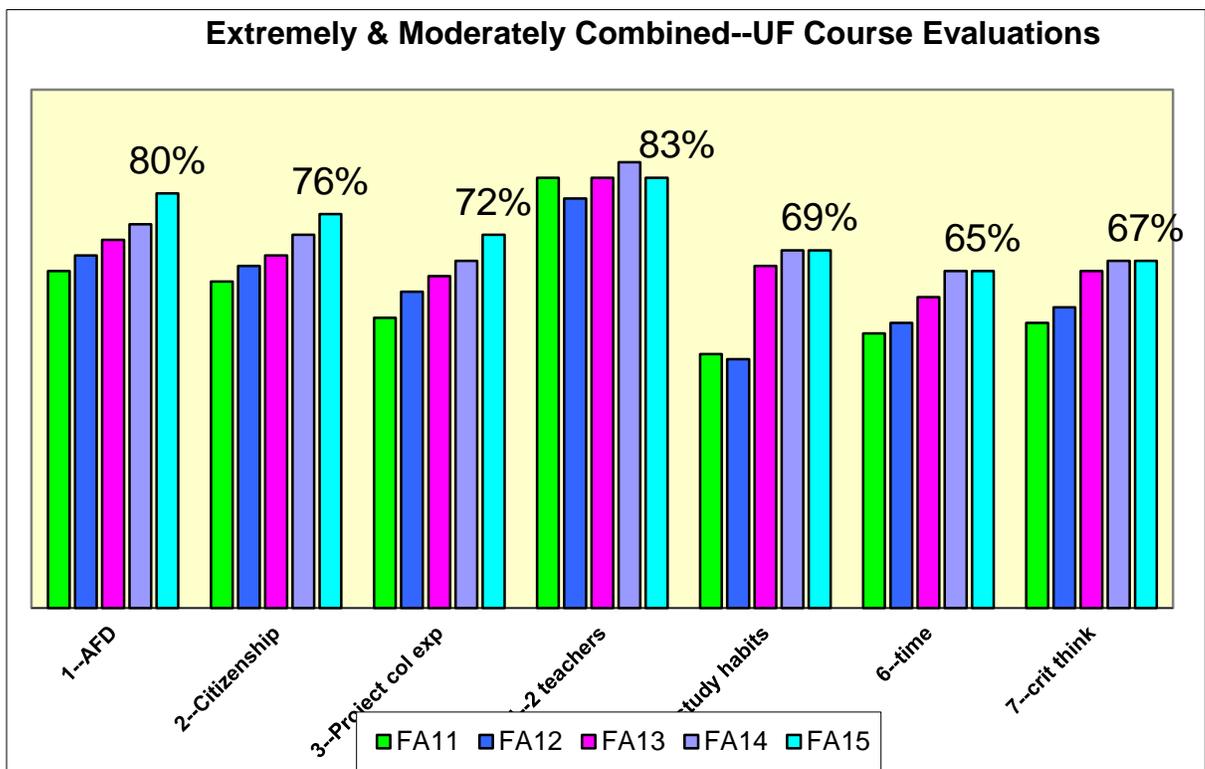
High School Rank

	Participants in UF		Non-Participants in UF		Gateway		BOOST/SIHL	
2011	Top Half	53%	Top Half	57%	Top Half	48%	Top Half	48%
	Bottom Half	47%	Bottom Half	43%	Bottom Half	52%	Bottom Half	52%
2012	Top Half	50%	Top Half	62%	Top Half	40%	N/A	
	Bottom Half	50%	Bottom Half	38%	Bottom Half	60%		
2013	Top Half	46%	Top Half	54%	Top Half	41%	N/A	
	Bottom Half	54%	Bottom Half	46%	Bottom Half	59%		
2014	Top Half	48%	Top Half	56%	Top Half	52%	Top Half	2%
	Bottom Half	52%	Bottom Half	44%	Bottom Half	48%	Bottom Half	98%
2015	Top Half	45%	Top Half	60%	Top Half	34%	Top Half	0%
	Bottom Half	55%	Bottom Half	40%	Bottom Half	66%	Bottom Half	100%

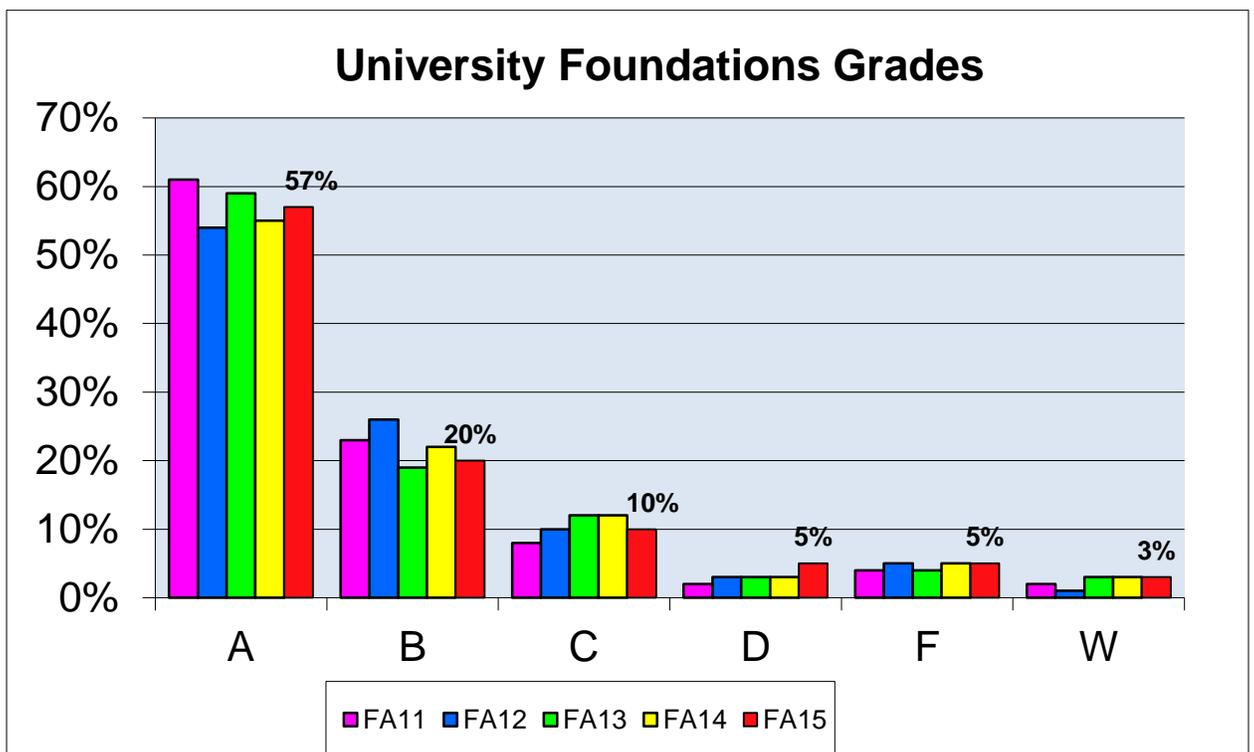
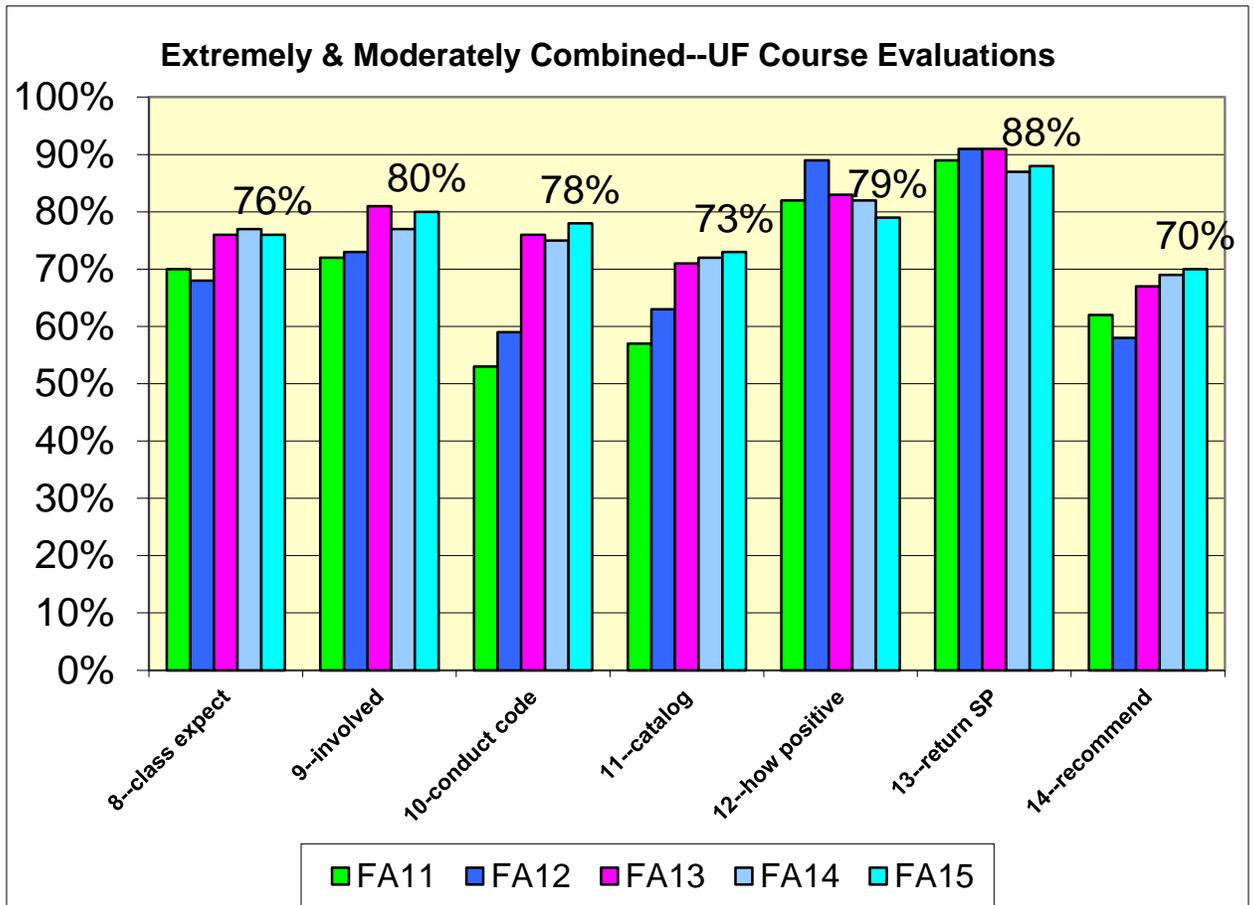
¹³ This percentage includes Gateway students until Fall 2002; BOOST students are included for all years that that program existed. Probation and Major Declared numbers include BOOST students in the overall UF numbers.

Appendix P: UF Course Evaluation Questions

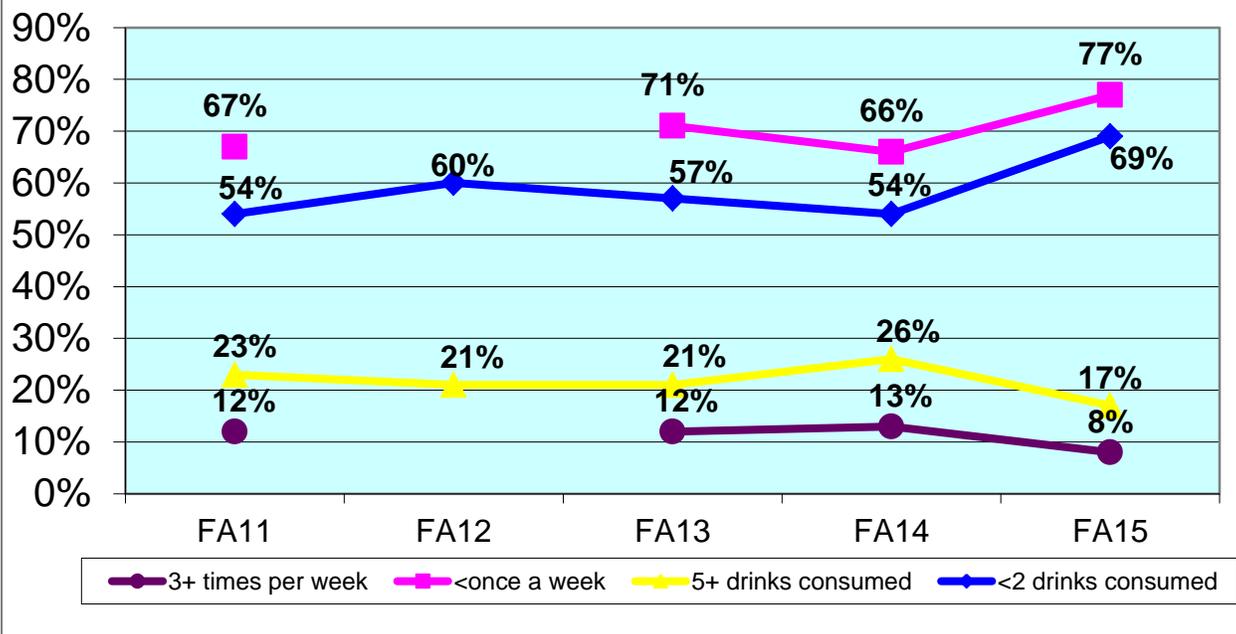
1. How helpful is Academic Foundation Day in giving you information about majors/department/services at Eastern?
2. How well did the citizenship project introduce you to the surrounding community and/or volunteer opportunities?
3. How well did the final class project reflect your college experience up to this point?
4. How well did you like having two teachers for this course?
5. How much did the course change hour awareness of your study habits (test-taking, note-taking, etc.)?
6. How much did the course improve your time management skills?
7. How much did the course encourage you to use your critical thinking skills (analysis, evaluation, and problem-solving)?



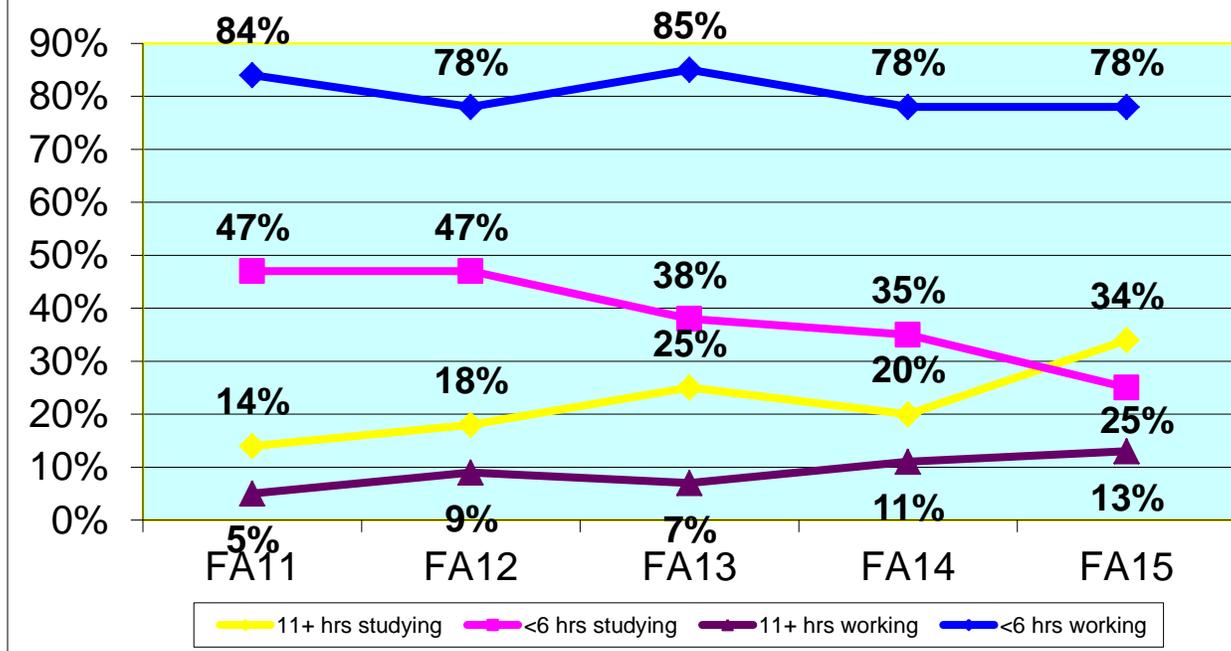
8. How well did the course help you understand expectations for the college classroom?
9. How much has this course contributed to your knowledge of ways to become involved on campus?
10. How much has UF increased your understanding of the appropriate student standards and conduct?
11. How much has this course helped make you aware of University catalog content and University procedures (such as graduation requirements, course descriptions, academic calendar, etc.)?
12. To this point in your academic career, how positive has your college experience been?
13. How likely are you to return to Eastern for the Spring Semester?
14. How likely are you to recommend this course to others?



Drinking Behaviors



Work and Study Habits



Appendix Q: University Foundations Citizenship Activity Report Fall 2015

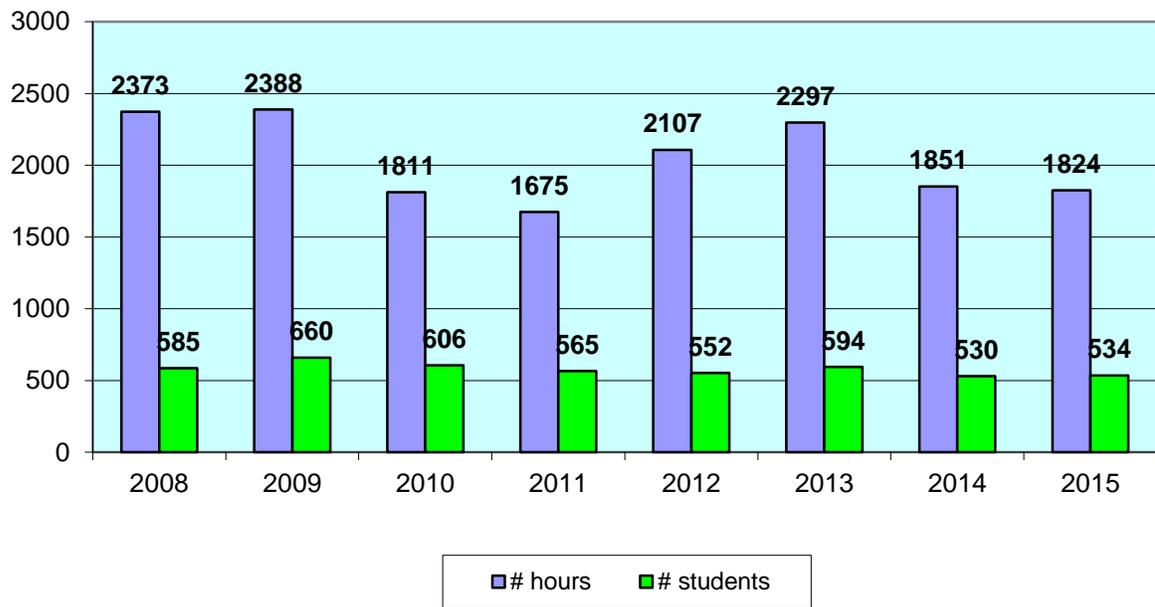
Number of Total Sections: 27
Number of Group Projects: 6
Number of Individual Projects: 16
Number of Both Group & Individual: 5
Number of Students: 534
Service learning projects: 21
Volunteerism: 6

Sample Projects:

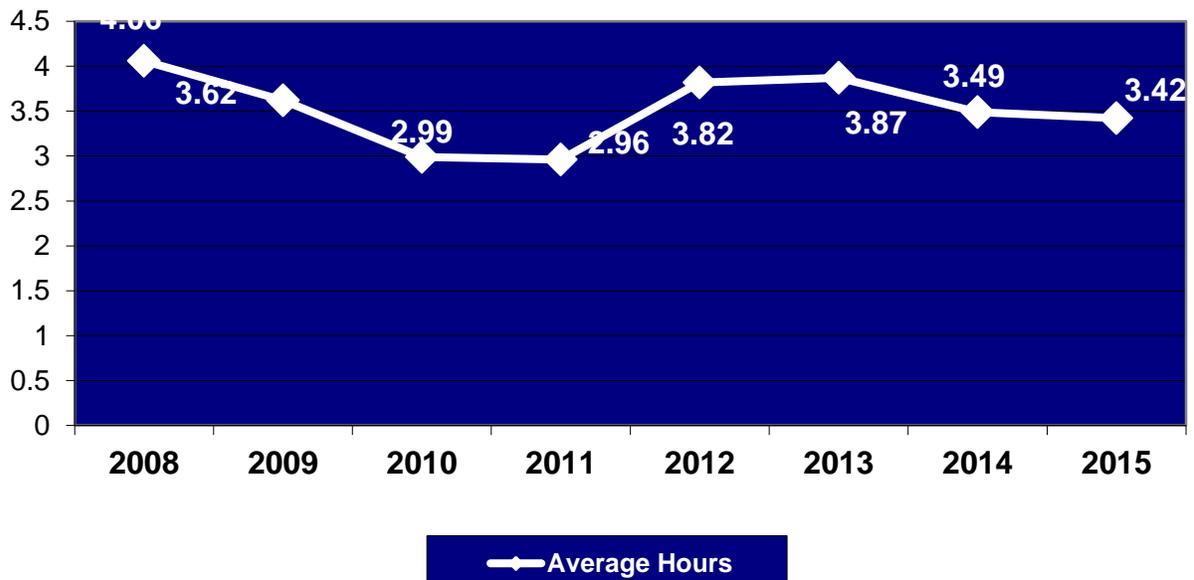
- Worked at Girls on the Run
- Tutoring at after school programs
- Worked at Habitat Restore
- Made blankets for One Stop Christmas
- Made cards for nursing home residents
- Visited residents in the nursing homes
- Cleaned up trash
- Walked animals at the animal shelter
- Sorted donations at PADS and Catholic Charities
- Donated time to Douglas Hart Nature Center
- Worked at EIU tailgating
- Made service to go boxes
- Worked at Girls on the Run
- Volunteered to be a buddy at Special Olympics
- Volunteered at Girl Scouts Art Attack
- Collected for Toys for Tots

Total hours volunteered for the semester: 1824 This number shows a decrease of 27 hours from 2014 (530 students) Average hours completed: 3.42 hours, which shows a decrease of .07 hours from the previous fall.

Number of Hours Volunteered by UF Students by Year



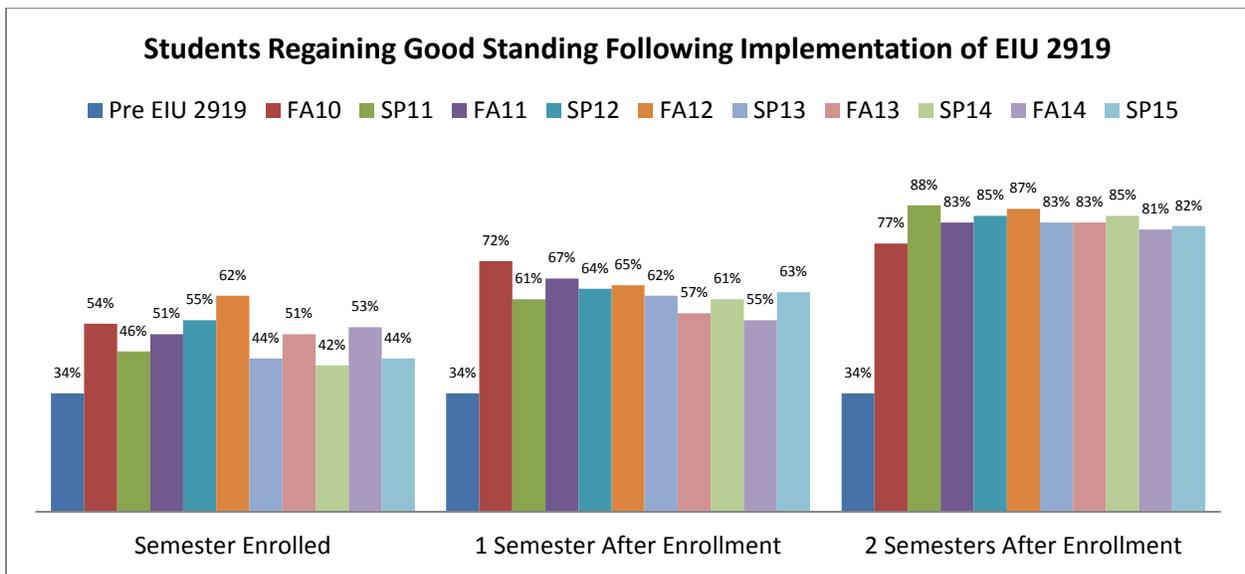
Average Hours Volunteered Per Student



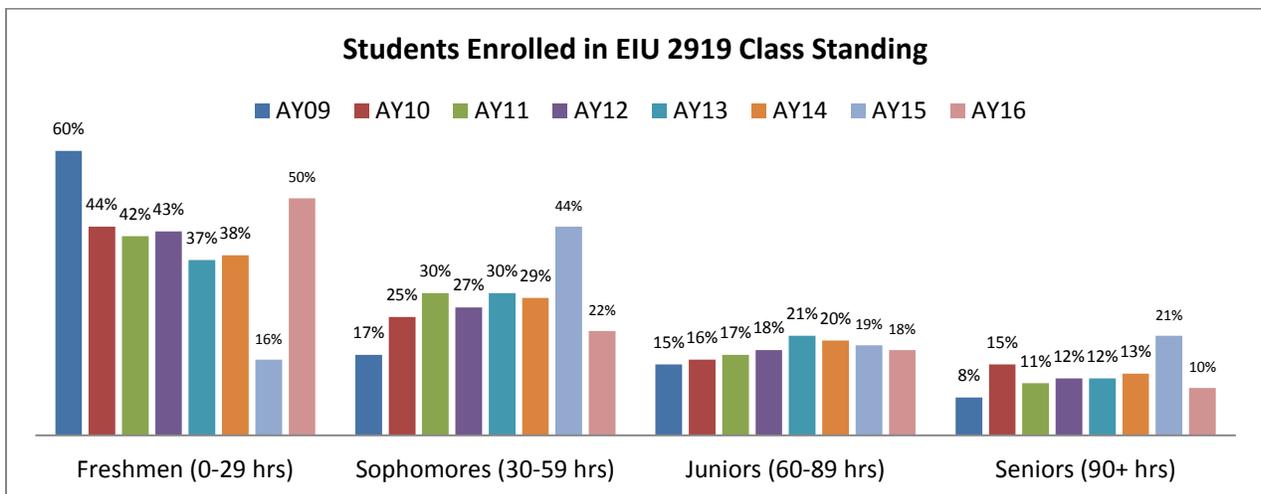
Appendix R: EIU 2919 AY16

The heart of the Student Success Center’s programming is a mandatory one credit hour intervention course, EIU 2919: Strategies for Academic Success, for students who reach Academic Warning status (cumulative GPA below 2.00). Typically between 400-450 students go on academic warning each year; 23 sections of the course were offered in AY16 with 348 students enrolled (343 students enrolled in AY 15). Additionally, the Student Success Center provides: individualized consultations for students who are referred to the Center or self-refer for assistance with time management, test-taking, study habits, note-taking, goal setting and faculty relations.

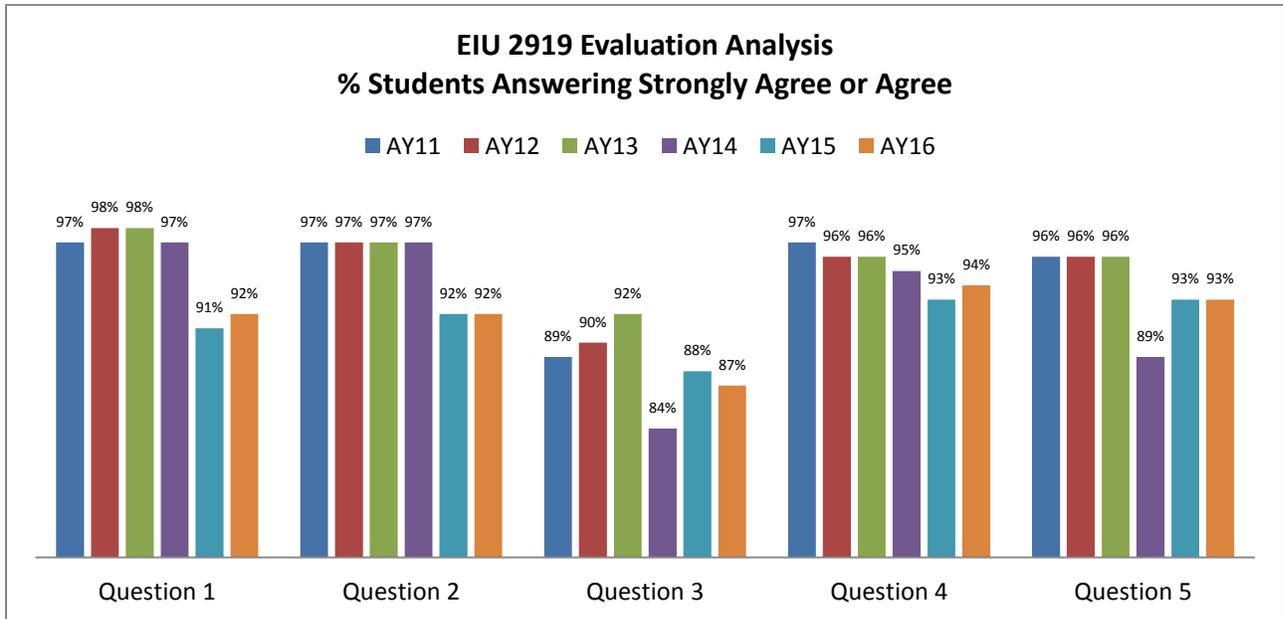
One of the goals for the Center outlined in the grant was to increase the percentage of students who regain Good Standing after they were placed on Academic Warning from the pre-grant level of 34% to 60% by 2011. The following chart shows the improvement of students who regained good standing following the implementation of a mandatory course for students on Academic Warning for the first time. Prior to the required course, only 34% of students ever regained good standing after going on Academic Warning.



The following chart shows the class standing of students enrolled in EIU 2919.

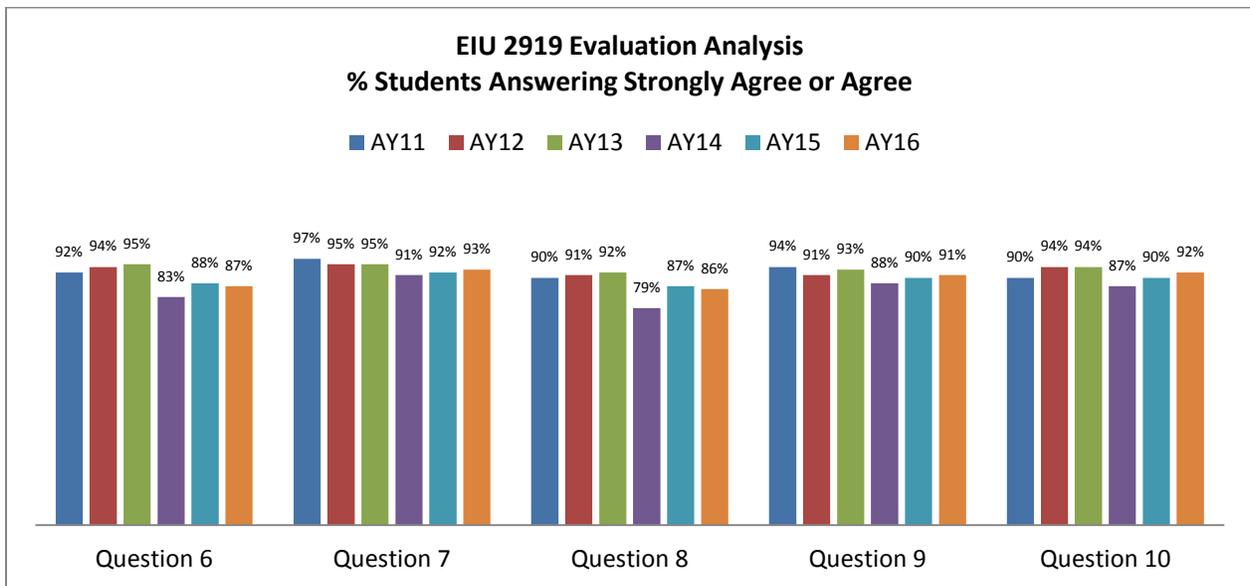


EIU 2019 Evaluation Analysis AY11 – AY16

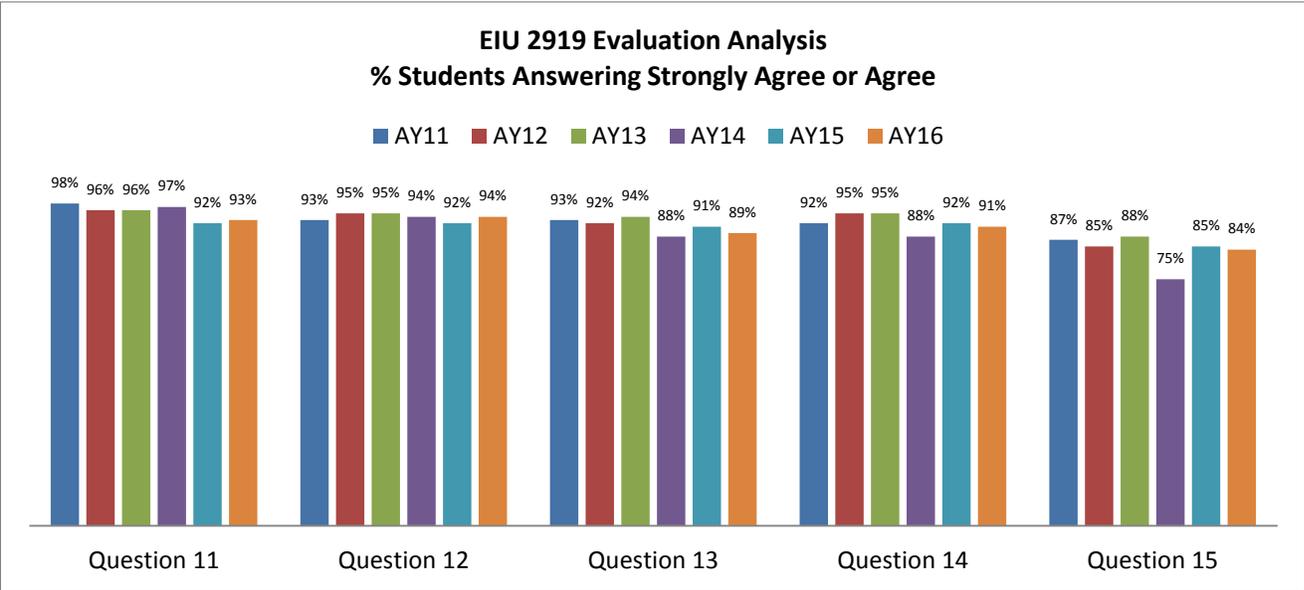


Percentage of Students Who Answered Strongly Agree or Agree:

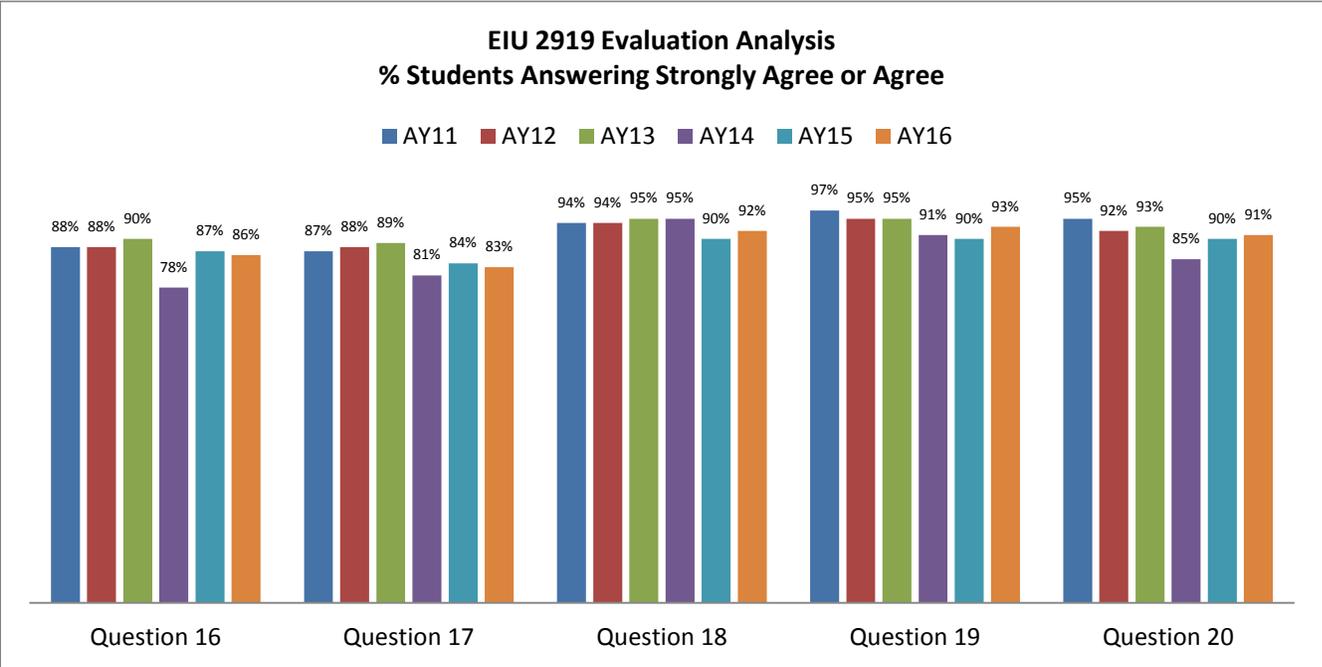
1. My instructor demonstrates command of the subject/discipline. 92%
2. My instructor effectively organizes material for teaching/learning. 92%
3. My instructor is readily accessible outside of class. 87%
4. My instructor presents knowledge or material effectively. 94%
5. My instructor encourages and interests students in learning. 93%



6. This course caused me to reconsider many of my former attitudes. 87%
7. My instructor suggests specific ways I can improve. 93%
8. This course shows sensitivity to individual interests/abilities. 86%
9. An instructor/student partnership in learning is encouraged. 91%
10. My instructor readily maintains rapport with this class. 92%



- 11. The objectives of this course were clearly explained to me. 93%
- 12. Lecture information is high relevant to course objectives. 94%
- 13. This course will be of practical benefit to me as a student. 89%
- 14. My instructor develops classroom discussions skillfully. 91%
- 15. This course provides an opportunity to learn from other students. 84%



- 16. My final grade will accurately reflect my overall performance. 86%
- 17. The assigned readings significantly contribute to this course. 83%
- 18. Assignments are related to goals of this course. 92%
- 19. This size of class in appropriate to course objectives. 93%
- 20. These items let me appraise this course fully and fairly. 91%